DOCUMENT RESUME

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DESCRIPTORS	Developmental Reading; *Effective Teaching; Elementary Education; Enrichment Programs; *Individualized Reading; Prereading Experience; *Reading Instruction; *Reading Programs; Reading Readiness; Remedial Reading
IDENTIFIERS	*Effective Reading Programs; Elementary Secondary Education Act Title I; ESEA Title I; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," was begun in 1969 and involves all the district's 5,867 students in grades 1-5 in one or more of the program's components. The following five programs to help individualize elementary school reading instruction have been instituted: a comprehensive reading program, an early identification program, a transition grade program, a Title I remedial reading program, and an enrichment program. For the comprehensive reading program, a hierarchy of essential reading skills for K-6 has been developed. Teaching suggestions, useful materials, and criterion-referenced tests have been keyed to these skills. The transition grade program, for kindergarten children identified as high risk, is a one-year program before first grade, offering the children a chance to mature. The Title I program involves the use of modified Wisconsin Design materials to diagnose, prescribe, and evaluate students' progress toward specific reading behavioral objectives. The enrichment program consists of Junior Great Books clubs. Remedial reading classes are provided in each school. (TO)

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DIRECTIONS FOR USING CONTINUOUS READING SKILLS RECORD

The Continuous Reading Skills Record follows the student's progress through the basic Reading Skills from kindergarten through fifth grade. The record is then sent to the Middle School English Department. Broad objectives in Reading Instruction are covered on the Record. Phonetic and Structural Analysis, Comprehension Skills and Study Skills are included. Pre- and post-tests are available to assess student performance in each of the performance objectives. Student progress will be reported on the card in terms of dates - date tested (T) and date tested successfully (P).

DIRECTIONS:

1) Record child's name, age, and school - if not already listed.

2) Teacher should initial the box so indicated (teacher).

3) "Year" refers to the number of years the student has been in school (excluding kindergarten). This provides flexibility for transition students as well as repeating students.

   EX. - A child, who has reached Third Grade without repeating would be under Third Year.

   A child, who has repeated once, and is in Third Grade would be under Fourth Year.

4) Test records for the Skill Areas:

   "T" refers to the date a skill is <u>first</u> tested.

   "P" refers to the date a skill is mastered.

   The dates under "T" and "P" will be the same if the student is successful when the test is first given.

   The dates under "T" and "P" will be different if the student does not pass the test.

   If the student does not successfully master the skill during the year of instruction leave the "P" column blank.

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CS001 933

5) Reading Instructional Level should be filled out at the end of the instructional year to facilitate instruction the following year.

6) Interest in Reading should be recorded at the end of the instructional year to facilitate instruction the following year.

7) This is a cumulative record of progress in the Reading Skills and a student will only be checked in some of the areas each year.

PHONETIC AND STRUCTURAL ANALYSIS

PERFORMANCE OBJECTIVES AND SKILLS

P-1 Skill - Letter Names

Performance Objective - Given groups of four letters, the learner will be able to select and mark the dictated letter with 80% accuracy.

P-2 Skill - Letter Shapes

Performance Objectives - The learner will be able to write the letters of the alphabet in scrambled order as dictated.

P-3 Skill - Auditory Discrimination

Performance Objectives - Given three pictures whose names begin with different sounds, the learner will be able to mark the one beginning with the same sound as two dictated words.

P-4 Skill - Visual Discrimination of similar words

Performance Objective - Given four choices, the learner will be able to mark the word which is the same as the given word.

P-5 Skill - Recognition of initial Consonant sounds and corresponding letters.

Performance Objective - The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning of two dictated words.

P-6 Skill - Ability to hear separate sounds in words and blend them auditorially into a word.

Performance Objective - Given three separate sounds, the student will blend them into the correct word.

P-7 Skill - The ability to change the initial consonant of a word and make other words.

Performance Objective - The learner will be able to make new words by substituting initial consonants in known words.

P-8 Skill - Recognition of final consonant sounds and their corresponding letters.

Performance Objective - The learner will be able to recognize the consonant corresponding to the sound he hears at the end of two dictated words.

P-9 Skill - Recognition of blends and digraphs in dictated words.

Performance Objective - The learner will be able to recognize the consonant blend or digraph heard at the beginning of two dictated words.

P-10 Skill - Ability to change a word by substituting a different initial blend or digraph.

Performance Objective - The learner will be able to make new words by substituting initial consonant blends and digraphs in given words.

P-11 Skill - Recognition of final blends and digraphs.

Performance Objective - The learner will be able to recognize the consonant blend or digraph he hears at the end of two dictated words.

P-12 Skill - Recognition of the correct vowel in a dictated word.

Performance Objective - The learner will be able to recognize and write the vowel he hears in a dictated word.

P-13 Skill - Ability to recognize long and short vowels.

Performance Objective - The learner will be able to differentiate between the long and short vowel sounds, and to correctly identify them in a written word.

P-14 Skill - Ability to recognize a vowel digraph or dipthong sound and identify letters that stand for that sound.

Performance Objective -

P-16 Skill - Ability to apply Phonics Rules to nonsense words.

Performance Objective -

P-17 Skill - Ability to recognize endings of words.

Performance Objective - The learner will be able to identify the simple endings that denote tense, number, person, possession, and comparison when inflected forms of words are dictated.

P-18 Skill - The ability to isolate the root word.

Performance Objective - The learner will be able to identify the root word in an inflected form (having an ending) or in a derived form (having a prefix or suffix.)

P-19 Skill - The ability to recognize compound words.

Performance Objective - The learner will be able to divide a compound word into its component parts.

P-20 Skill - The ability to recognize and form a contraction.

Performance Objective - The learner will be able to write the two words for which a contraction stands.

P-21 Skill - Ability to recognize a prefix or a suffix in a word.

Performance Objective - The learner will be able to identify prefixes and suffixes in a list of derivations.

P-22 Skill - The ability to add the correct prefix or suffix to a root word.

Performance Objective - Given a list of prefixes and suffixes, the learner will be able to identify the affix to be added to a given root word to make sense in a sentence.

P-23 Skill - Ability to recognize the number of syllables in a spoken word.

Performance Objective - The learner will be able to indicate the number of syllables in a spoken word.

P-24 Skill - Ability to divide words into syllables.

Performance Objective - Given a list of two-syllable nonsense words, the learner will be able to divide them into syllables according to the principles of syllabication.

P-1 Skill - Recognition of Letters by Name.

Performance Objective - Given groups of four letters, the learner will be able to select and mark the dictated letter with 80% accuracy.

Sub-skills:

Pre-reading skills of the kindergarten program.

Discrimination of similar letters - visually

Closed-open	A-H	
Height	h-n	v-y
Curve-line	PF	UV
Reversals	b-d	p q g
Inversion	m-w	n u
Vertical	b-p	N Z
Internal design	h-k	n r

Recognition of capital letters not in alphabetic sequence.

Recognition of lower case letters not in alphabetic sequence.

Ability to recite alphabet.

Discrimination of similar letters - auditorially:

p-b-d-t, c-g, v-z, m-n, j-k, q-u.

Letter recognition is one of the standard predictors of reading success, when used at the early kindergarten level. It is included in Framingham's Spring Kindergarten testing.

PRE-READING SKILLS

LOCATING PARTS OF THE BODY

BUTTONING AND UNBUTTONING

HOLDING A PENCIL CORRECTLY

HOLDING SCISSORS CORRECTLY

TURNING PAGES COMPETENTLY

TRACING THREE DIMENSIONAL SHAPES

a. Drawing a Line Between Dots

b. Connecting Dots with a Straight Line

c. Connecting Dots with a Wavy Line

d. Tracing the Lines of Shapes

e. Coloring within Defined Area

f. Reproducing Patterns

g. Tracing Numbers

h. Tracing Letters

CUTTING ALONG A LINE WITH SCISSORS

TYING SHOELACES

TAPPING A RHYTHM

IDENTIFYING RIGHT AND LEFT HANDS

IDENTIFYING FRONT AND BACK

IDENTIFYING UP AND DOWN

IDENTIFYING OBJECTS

REMEMBERING THE ORDER OF OBJECTS

MATCHING BASIC COLORS

GROUPING OBJECTS

COPYING SHAPES OF DIFFERENT SIZES

IDENTIFYING OBJECTS IN PICTURES

a. Specific People

b. Specific Actions

c. Emotional Expressions

RECOGNIZING SEQUENCE OF PICTURES TO MAKE A STORY

MATCHING SHAPES

a. Matching Shapes of Different Sizes

b. Identifying the Different Shapes

MATCHING EQUAL NUMBERS OF SHAPES

GROUPING PICTURES BY CONTENT

SELECTING THE PICTURE THAT CORRESPONDS TO A DICTATED SENTENCE

COPYING LETTERS AND NUMBERS

MATCHING WORDS THAT ARE THE SAME

IDENTIFYING THE DIFFERENT WORD

DISCRIMINATING BETWEEN WORDS CONTAINING REVERSALS

COMPREHENDING LISTENING ACTIVITIES

LISTENING ATTENTIVELY FOR A SHORT PERIOD OF TIME

FOLLOWING DIRECTIONS FOR DRAWING A PICTURE

FOLLOWING ORAL DIRECTIONS INVOLVING SEVERAL STEPS

IDENTIFYING COMMON SOUNDS

REPEATING A RHYTHM

CLASSIFYING SOUNDS

a. Velocity

b. Tonality

c. Volume

d. Emotional Inflection

IDENTIFYING SHAPES

MATCHING OBJECTS BY SIZE, TEXTURE, DENSITY

UNDERSTANDING THE FOLLOWING CONCEPTS:

ABOVE...BELOW

TOGETHER....AWAY FROM

INSIDE....OUTSIDE

IN FRONT OF....BEHIND....BETWEEN

AROUND....ACROSS

RIGHT....LEFT

AT THE TOP....TOP OF

BOTTOM OF....UNDER

NEAREST....OUTSIDE

IDENTIFYING PAIRS OF UPPER AND LOWER CASE LETTERS

PRINTING UPPER CASE LETTERS

PRINTING LOWER CASE LETTERS

PRINTING NUMERALS

IDENTIFYING WORDS THAT SOUND THE SAME

a. Identifying the Same Ending Sounds

b. Identifying the Same Beginning Sounds

SUPPLYING WORD STARTING WITH A GIVEN SOUND (CONSONANT)

RECITING A FAMILIAR NURSERY RHYME

HELPING TO COMPOSE A STORY CHART

COMPLETING A STORY WITH AN ORIGINAL ENDING

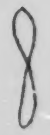
AWARENESS OF LEFT-RIGHT PROGRESSION IN READING AND WRITING

P.1 LETTER NAMES

Sample

l o c e

i n a u


m t w s

s h b r

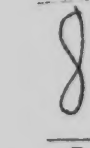
n h o b

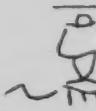
d u x e

f k y r

t j u f

x v h t


p d w l


d h a i

x n h p

r h w b

d u a b

Children circle dictated letter for each line

P.1 LETTER NAMES (cont.)

w s u z

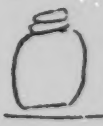
y o m l

x s p r

t s j o

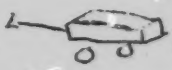
k r j v

m g v s

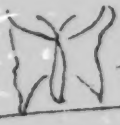


u d n q

y k i f



d n q j

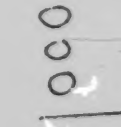


t y h g

g s q t

w c s x

z u a b



a k c m

P-2 Skill - Correct recall and formation of capital and small letters of the alphabet.

Performance Objective - The learner will be able to write the letters of the alphabet in scrambled order as dictated.

Sub-skills:

- Labelling objects
- Labelling pictures
- Labelling geometric shapes
- Recognizing three dimensional letters
- Tracing letters - dotted and whole
- Copying letters - visual discrimination skills of previous performance objective
- Reproducing letters
- Writing own name
- Recalling and reproducing dictated letters

Children who are having difficulty learning letters should be given three dimensional and multi-sensory experiences.

Walking out letters chalked on the floor.

Forming letters using body, arms and legs.

Handling three dimensional letters of plastic, wood, etc.

Writing letters in sand trays.

Using sandpaper letters.

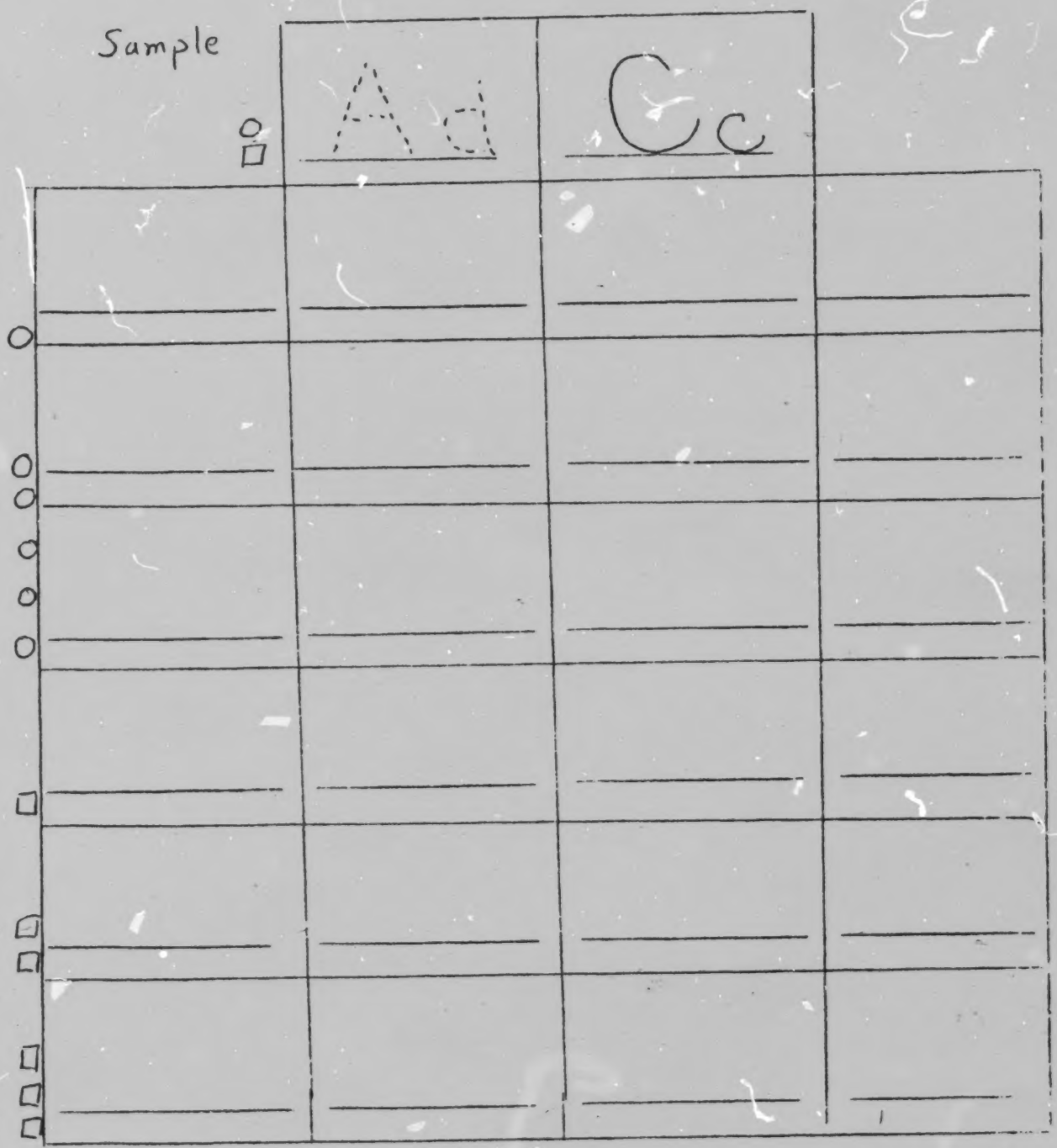
Making alphabet books by cutting letters out of textured materials.

Using letter stencils.

Writing letters at the blackboard, tracing then copying.

Children should always know and verbalize the name of the letter they are trying to learn to reproduce.

P-2 LETTER SHAPES



Children write dictated letters in boxes

P-3 Skill - The ability to hear likenesses and differences in sounds.

Performance Objective - Given three pictures whose names begin with different sounds, the learner will be able to mark the one beginning with the same sound as two dictated words.

Sub-skills:

Recognizing familiar sounds

Locating sound

Recognizing similar sounds

Discriminating between sounds - loud-soft, high-low, far-near

Recognizing differences in very similar sounds, for example:
bat-pat
ten-den
ban-van

Reciting familiar nursery rhymes

Understanding of concepts: "sounds like," "sounds the same," "sounds different."

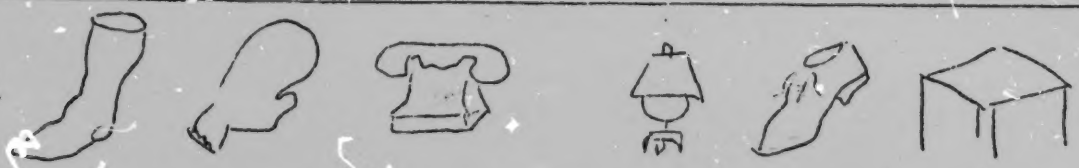
Understanding the concept "beginning" in the concrete, for example: what is the beginning letter in "CAT" (visual symbol)

Understanding beginning sound in the abstract, for example: what is the beginning sound in /CAT/ (spoken symbol)

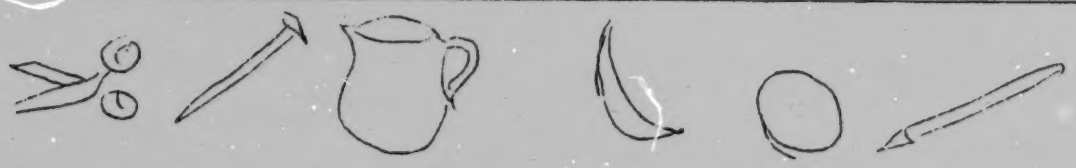
P-3 BEGINNING sounds

Sample

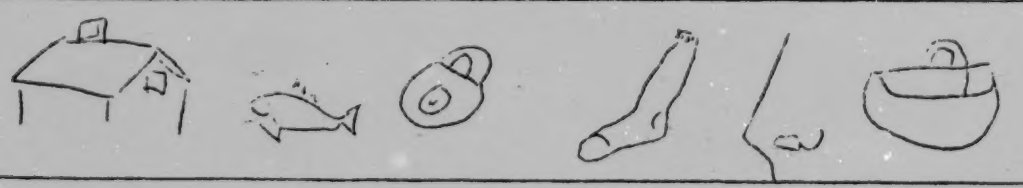
1



2



3



4

5

Circle the picture that begins with same sound as dictated word

P-4. Skill - Visual discrimination of similar words.

Performance Objective - Given four choices, the learner will be able to mark the word which is the same as the given word.

Sub-skills:

Recognizing likenesses and differences in three dimensional objects

Recognizing likenesses and differences in colors, shapes and sizes

Recognizing likenesses and differences in pictures

Recognizing likenesses and differences in letters

Recognizing likenesses and differences in words

Recognizing letter order within a word

Selecting from a group the words that begin or end with the same letters

Notices length of words

Left-right direction)see Pre Reading Skills)

All sub skills under P-2

Ability to follow directions and circle answer

P-4 Recognition of Similar Words

Sample

at	tick at by dress

can	can blow best hat
box	ten in jump box
saw	saw as was can
that	when that them what
nap	pan nap ant and

Circle the word that matches the sample

P-5 Single Initial Consonants

Skill - Recognition of initial consonant sound and its corresponding letter

Performance Objectives - The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning of two dictated words.

Sub-skills:

Letter Names

Letter Sounds

Sound-symbol correspondence

a) Moving from sounds associated with pictures to sounds associated with spoken words

b) Association of printed symbol (i) with sounds ($\breve{i}$ and $\bar{i}$)

Association of sound /$\breve{i}$/ with symbol (i)

Auditory recognition of words beginning with same phonetic element

Ability to respond with additional words containing the same beginning sounds

Auditory Discrimination of Similar Sounds

P-5 INITIAL CONSONANTS

	Sample	name	game	same	game			
1.	tale	male	vale	pale	11.	mine	wine	fine	line
2.	sip	lip	rip	dip	12.	bent	went	cent	tent
3.	mend	send	tend	bend	13.	bump	hump	lump	jump
4.	day	hay	bay	ray	14.	rung	hung	dung	lung
5.	bell	fell	tell	jell	15.	peg	keg	leg	beg
6.	lint	mint	tint	hint	16.	fin	gin	pin	tin
7.	dill	till	pill	bill	17.	vale	kale	pale	male
8.	paw	raw	saw	caw	18.	lip	hip	yip	sip
9.	day	hay	bay	say	19.	bell	cell	tell	jell
10.	hook	[illegible]ook	book	cook	20.	sip	hip	zip	lip

P-5. Practice Activities for Consonant Sounds

(The following are suggested activities that will help reinforce your instruction in the objectives dealing with consonant sounds.)

1. Duplicate simple pictures of familiar objects whose names begin with single consonant sounds. Have children write the initial consonant letter under each picture. Pictures may include the following objects: boat, house, kite, sun, cane, ball, tack, moon, bone, dog, fan, horn, wagon, pencil, money, gum, etc.
2. Using sets of picture cards, have children make pairs of pictures whose names begin with the same sound.
3. Picture cards that are paired by beginning sound, with one extra picture added (which has no mate) may be used to play a game using the rules for Old Maid.
4. Make a chart for each initial consonant taught. Write the letter in upper and lower case form at the top of construction or chart paper. Paste a key picture beginning with that sound beside the letter. Have the children cut pictures beginning with the sound from used magazines or workbooks and paste them on the chart. Have the group working on the chart decide before pasting whether each picture represents the correct beginning sound. Avoid pictures that begin with blends or digraphs as examples of single consonant sounds.
5. Use some small paper bags or containers. Put a different consonant letter on the front of each container and tape them to the chalkledge. Arrange picture cards in a pocket chart. Have children select a picture whose name begins with one of the letters and drop it in the correct container.
6. Play "I Spy." The child who is "it" says, "I spy something in the room that begins with the letter *d*. The children take turns guessing "desk," "door," etc. The one who guesses correctly becomes the next "it."
7. Play "Consonant Lotto."
8. Using key words, substitute as many initial blends or digraphs as possible to make new words. Write these words in columns beneath the key words.
9. Duplicate sentences with key words left out except for an initial consonant, consonant blend, or digraph. Have children fill in the blanks with letters that make new words (which make sense in the sentences.)
10. Using a felt-tipped pen, write or letter sentences on oaktag or construction paper, leaving out key words except for the initial consonant, consonant blend, or digraph. Make small word cards with several selections of words beginning with each letter or letter group used. Have children fill in the blanks with the word that makes sense (and begins with the letter indicated). (Materials for activities such as this one may be stored in flat boxes and left on the activity table. Answers may be taped inside the cover. A "group leader for the day" may check answers.)
11. All of the previous activities can be used for practicing initial blends and digraphs as well as single initial consonants.

P-6 Sound Blending

Skill - Ability to hear separate sounds in words and blend them auditorially into a word.

Performance Objective - Given three separate sounds the student will blend them into the correct word.

Sub-skills:

Ability to hear separate sounds

Ability to remember separate sounds

Ability to synthesize given sounds, for example: two letters

a-t, i-n, o-n, u-p, three letters, etc.

Recognition of rhyming words

A child who cannot respond to instruction in the skill should be taught reading through the visual memory, structural analysis approaches instead of heavy emphasis on phonics instruction.

P-6 Sound Blending

This test is given to each student individually. Only five words are necessary. The teacher reads the words broken into their separate sound elements. The student blends the sounds and pronounces the word correctly. A correct response is checked.

1. s-i-t (sit)
2. c-a-k-e (cake)
3. gl-a-ss (glass)
4. sch-oo-l (school)
5. f-or-k (fork)

OR

1. m-oth-er
2. p-e-t
3. s-oa-p
4. bl-a-ck
5. r-ai-n

P-7 Substituting Initial Consonants

Skill - The ability to change the initial consonant of a word in order to make other words.

Performance Objective - The learner will be able to make new words by substituting initial consonants in known words.

Sub-skills:

Awareness of correspondence between spoken and written word.

Knowledge of all consonant sounds in initial position.

Knowledge of variant sounds of C and G

C followed by e-i-or y has a soft sound /s/ "cent"

C followed by a consonant or a, o, or u has a hard sound /k/ "cat"

G followed by e-i-or y has a soft sound /j/ "gent"

G followed by a consonant or a, o, and u has a hard sound /g/ "goal"

P-7 Substituting Initial Consonants

Sample ball
-all
Tall

1. can	2. wig	3. same	4. fell	5. set	6. fill	7. went	8. Tip
an	ig	ame	ell	et	ill	ent	ip
an	ig	ame	ell	et	ill	ent	ip
an	ig	ame	ell	et	ill	ent	ip

P-8 Final Consonants

Skill - Recognition of final consonant sounds and their corresponding letters.

Performance Objective - The learner will be able to recognize the consonant corresponding to the sound he hears at the end of two dictated words.

Sub-skills:

Understanding of the concept "end of a word" visually.

Understanding of the concept "end of a word" auditorially.

Awareness of difference between thyming words and final consonants.

Discrimination of similar final consonants.

Ex:	cap-cab	rum-run	pass-path
	hot-hod	pick-pig	head-hedge
	safe-save	buzz-bus	clove-clothe

Double the final consonant for one-syllable words ending in l, f, s, z.

Ex.: pill, puff, fuss, buzz

C followed by e at the end of a word has a soft sound. /s/

Ex.: rice, face, truce

G followed by e at the end of a word has a soft sound. /j/

Ex.: rage, huge

DG followed by e at the end of a word has a soft sound /j/

Ex.: bridge, lodge

S has the sound /s/ as in "miss" or the sound /z/ as in "was", "is," "has," etc.

P-8 FINAL CONSONANTS (PART 1)

Sample fad fan far (fat)

1. Tam	Tab	Tag	Tan
2. sap	saT	sad	sag
3. rod	roT	rob	row
4. bid	bib	bin	bit
5. hub	hug	hum	hut
6. roan	roam	roar	road
7. rib	rid	rig	rip
8. fog	fob	for	fox
9. stick	sting	still	stiff
10. Lock	loss	loft	loam

11. pine	pile	pick	pike
12. weak	weep	wean	wear
13. grade	grape	grace	grave
14. rack	rage	raid	race
15. fake	fame	face	fate
16. jade	jail	jazz	jack

P-9 Initial Blends and Digraphs

Skill - Recognition of blends or digraphs in dictated words.

Performance Objective - The learner will be able to recognize the consonant blend or digraph he hears at the beginning of two dictated words.

Sub-skills: Two Letter Blends

1) Auditory recognition of likenesses

2) Auditory recognition of differences

3) Ability to blend two consonants

4) Ability to name two letter blends when presented

5) Ability to pronounce correctly nonsense words which use two letter blends

6) Ability to supply similar words orally using the same blend.

Two Letter Blends: br, tr, pr, fr, gr, cr, dr
cl, gl, pl, bl, fl
st, sp, sl, sk, sw, sn, sm
qu, tw

Digraphs - sh, ch, th, wh, ph

1) Auditory recognition of likenesses

2) Auditory recognition of differences

3) Ability to name digraph when presented

4) Ability to pronounce correctly nonsense words which use two letter digraphs

5) Ability to supply similar words orally using the same digraph

6) Variant sounds of ch - chair, choir, chef

7) Variant sounds of th - thin - that

Three Letter Blends - str, scr, squ, shr, spr, thr, spl

1) Auditory recognition of likenesses

2) Auditory recognition of differences

3) Ability to blend three consonants

4) Ability to name three letter blends when presented

5) Ability to pronounce correctly nonsense words which use three letter blends

6) Ability to supply similar words orally using the same blend

P-9 INITIAL BLENDS AND DIGRAPHS (A)

	Sample	shop	stay	slide	seed
1.	simple	shekel	skeleton	squabble	
2.	chimney	shepherd	clinker	creature	
3.	window	wrought	quarter	whimper	
4.	trouble	twilight	thimble	splendid	
5.	tempest	threaten	though	trigger	
6.	bump	clump	bring	blind	
7.	squabble	snuggle	spatter	staple	
8.	brisker	string	blunder	bargain	
9.	scarce	story	shatter	sport	
10.	caustic	character	classic	scatter	
11.	dream	brought	stream	design	
12.	cellar	clinker	chipmunk	creature	
13.	falcon	flicker	frontier	pliable	
14.	flower	finished	bright	frugal	
15.	stream	gleam	gamble	grass	
16.	trouble	thunder	staple	tinker	
17.	slant	public	plentiful	progress	
18.	glisten	grapple	blotter	gamble	
19.	smuggle	slippery	stampede	sallow	
20.	entiful	principal	partner	brighten	

INITIAL BLENDS AND DIGRAPHS (B)

21.	supplement	steeple	snare	smelter
22.	quote	vote	practical	chose
23.	drift	twinkle	terrible	thrift
24.	snippy	shower	smuggle	slipper
25.	ditch	trouble	twitch	thought
26.	quibble	squabble	slipper	shingle
27.	slink	shift	spank	strap
28.	spray	swagger	splinter	scrapple
29.	slipper	strength	skipper	shrill
30.	spray	slice	squeeze	splint
31.	steeple	showers	scales	supple
32.	sprout	splint	stream	snuggle
33.	scrapple	substance	shepherd	sprightly
34.	strengthen	substance	shrew	scrub
35.				
36.				
37.				
38.				
39.				
40.				

P-10 Substitution of Initial Blends and Digraphs

Skill - Ability to change a word by supplying a different blend or digraph.

Performance Objective - The learner will be able to make new words by substituting initial consonant blends and digraphs in given words.

Sub-skills:

1) Visual recognition of likenesses

2) Visual recognition of differences

3) Ability to write two letter blends, digraphs or three letter blends when dictated

4) Ability to write other words using the same two letter blend, digraph or three letter blend

5) Subskills of P-9

TEST P-10. SUBSTITUTION OF INITIAL BLENDS AND DIGRAPHS

Sample: bag

___ag

___ag

1. king	2. him	3. sank	4. take
____ing	____im	____ank	____ake
____ing	____im	____ank	____ake
____ing	____im	____ank	____ake
____ing	____im	____ank	____ake

5. mill	6. dip	7. rash	8. fare
____ill	____ip	____ash	____are
____ill	____ip	____ash	____are
____ill	____ip	____ash	____are
____ill	____ip	____ash	____are

P-II Final Blends and Digraphs

Skill - Recognition of final blends and digraphs

Performance Objectives - The learner will be able to recognize the consonant blend or digraph he hears at the end of two dictated words.

Sub-skills:

TWO LETTER BLENDS - st, nt, lt, ft, xt, nd, lp, mp, sp, sk, lk, pt, ng, nk

1) Auditory recognition of likenesses
2) Auditory recognition of differences
3) Ability to blend two consonants
4) Ability to name two letter blends when presented
5) Ability to pronounce correctly nonsense words which use two letter blends
6) Ability to supply similar words orally using the same blend

DIGRAPHS - sh, ch, tch, dge, ck, th, ph

1) Auditory recognition of likenesses
2) Auditory recognition of differences
3) Ability to name digraph when presented
4) Ability to pronounce correctly nonsense words which use two and three letter digraphs
5) Ability to supply similar words orally using the same digraph

Silent letters should be introduced:

mb - lamb
gh - ghost
kn - knife
gn - sign
pn - pneumonia
wr - wrench
rh - rhinocerous
ps - psychology
sc - scent
wh - who
--mn - hymn
--bt - debt

TEST P-11 - FINAL BLENDS AND DIGRAPHS

SAMPLE: wilt wisp wick wish

1.	malt	mask	mash	mast
2.	trust	trunk	truth	trump
3.	bald	bath	band	bask
4.	rant	rapt	rash	raft
5.	bland	blast	blare	blank
6.	crawl	crash	crank	craft
7.	stitch	stilt	stint	still
8.	clash	clang	clasp	clank
9.	west	welt	weft	wept
10.	sulk	such	sung	sunk
11.	badge	bathe	baulk	batch
12.	touch	tough	tooth	torch
13.	hasp	hand	hath	harp
14.	leech	least	leash	ledge
15.	rift	risk	rind	rink
16.	silk	sift	silt	sink

P-12 AUDITORY PERCEPTION OF VOWELS

Skill: Ability to recognize the correct vowel in a dictated word.

Performance Objective - The learner will be able to recognize and write the vowel he hears in a dictated word.

Sub-skills:

1. Ability to blend
2. Auditory discrimination of short vowel sounds
3. Auditory discrimination of long vowel sounds
4. Ability to recognize short and long sounds of each vowel
5. Ability to supply correct short vowel sounds in lists of dictated words with vowel omitted
6. Awareness of y used as a vowel
   y as /ĭ/ ex. gym gypsy cyst oxygen myth
   y as /ē/ ex. candy puppy gladly risky
   y as /ī/ ex. cycle tyrant hydrogen stye
7. Two sounds of /ū/ rule - mule

P-12 Auditory Perception of Vowels

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

P-13 Differentiating Between Long and Short Vowels

Skill - Ability to recognize the long and short vowel sounds.

Performance Objective - The learner will be able to differentiate between the long and short vowel sounds and to correctly identify in a written word.

Sub-skills:

1. Auditory discrimination of short vowel sounds
2. Auditory discrimination of long vowel sounds
3. Ability to identify the correct vowel with a given sound
4. Ability to correctly identify spelling patterns for short vowel sounds

CVC	CVCC	CCVCC	CVVC
cat	dish	tramp	head

5. Ability to associate long vowel sounds with the correct spelling variations

i.e.:

a) Silent e rule - hate - eve - life - hope - tune
b) Long A can be spelled with any one of the following
   a, a-e, ai, ay, ei, ey, eigh
c) Long E can be spelled with any one of the following
   e, e-e, ee, ea, ie, ei, ey
d) Long I can be spelled with any one of the following
   i, i-e, ie, igh, ild, ind, y
e) Long O can be spelled with any one of the following
   o, o-e, oe, oa, ow, ou, ough, old
f) Long U can be spelled with any one of the following
   u, u-e, ue, ew, eu, ui, oo, ough, ou

6. Vowels with R
   a) ar star spar yarn etc.
   b) or order for
   c) er ir and ur sound alike

er	ir	ur
herd	bird	fur
fern	shirt	churn
swerve	circle	burst

   d) Endings - ar and or /ur/
      dollar beggar doctor favor
   e) ear - hear, ear - earn, ear- bear
      out - flourish, our - courtesy
   f) wor - word, work, world

TEST P-13: DIFFERENTIATING BETWEEN LONG AND SHORT VOWELS

SAMPLE:	back	take	hat	pain	tale
1.	kind	tried	sit	witch	pipe
2.	mask	sail	band	paste	trap
3.	tube	fuse	cup	stun	duck
4.	feed	bench	team	led	trend
5.	blaze	catch	waste	strain	glad
6.	tide	fill	wrist	skim	while
7.	toast	mop	gold	dodge	joke
8.	met	wheel	step	steam	dress
9.	dock	smog	stroke	plot	goat
10.	tune	fruit	bunch	dust	but

P-14 Vowel Digraphs and Diphthongs

Skill - Ability to recognize a vowel digraph or diphthong sound and identify letters that stand for that sound.

Performance Objective - The learner will be able to identify the letters representing the vowel digraph or diphthong he hears when these sounds are dictated.

Sub-skills:

1. Ability to recognize that two letters can stand for one sound
2. Knowledge of vowel digraphs and diphthongs and ability to recognize the sound-symbol relationships
3. Ability to recognize visually the vowel digraph or diphthong in a printed word
4. Ability to pronounce correctly the word containing a vowel digraph or diphthong
5. Oy - play
   OO - broom, book
   EW - few, grew
   OU - soup, out
   OA - boat
   OW - snow, now
   OY - toy
   OI - boil
   EA - eat, head, steak
   EY - valley
   AI - sail
   AY - pay
   AU - cause
   EU - feud
   EI - seize, vein
   IE - chief, lie
   UE - rescue
   OE - toe
   EIGH - weigh
   OUGH - bough, dough, rough, cough, through

TEST P-14: VOWEL DIGRAPHS AND DIPHTHONGS

SAMPLE: ei ou oi ew

1. oi ou oo oa _____

2. ou aw oi ai _____

3. ai ea aw oa _____

4. aw eu ea ei _____

5. oo oi aw ow _____

6. ai ou oi aw _____

7. ou aw oo ea _____

8. oo ou ea oa _____

9. aw ew ai ee _____

10. oo ow oi aw _____

TEST P-14: VOWEL DIGRAPHS AND DIPHTHONGS

SAMPLE: ei ou oi ew

1. oi ou oo oa

2. ou aw oi ai

3. ai ea aw oa

4. aw eu ea ei

5. oo oi aw ow

6. ai ou oi aw

7. ou aw oo ea

8. oo ou ea oa

9. aw ew ai ee

10. oo ow oi aw

P-15 Vowel Principles

Skill - Ability to apply vowel principles to nonsense syllables.

Performance Objective - Given a list of nonsense words the learner will be able to mark the vowels to indicate whether they are long, short, un-sounded, or r-controlled.

Sub-skills:

VOWEL PRINCIPLES

1. When there is only one vowel in a word, if that vowel comes at the beginning or in the middle of the word, it is usually short.
2. When there is only one vowel in a word, if that vowel comes at the end of the word, it is usually long.
3. When the vowels ai, ay, ee, oe, and oa come together, the first vowel is usually long and the second vowel is not sounded.
4. When there are two vowels in a word, one of which is e at the end of the word, the first vowel usually has the long sound and the final e is not sounded.
5. When the only vowel in a word is followed by r, the sound of the vowel is neither long nor short, it is controlled by the r.
6. Diacritical marks

TEST P-15: APPLICATION OF VOWEL PRINCIPLES

Sample:

f r ĭ l t

b r ō ø n

Key
m ē
h ă t
f u r
c o m ø

Mark the vowels in these nonsense words as shown in the key.

1. ~~w r ō t ø~~ wrote
2. ~~b l a r k~~ blark
3. s h r ē shre
4. d r ā ø l dreil
5. g ŏ m gom
6. p l ō plo
7. ĕ l t elt
8. f l ī d ø flide
9. t r ō ø m troam
10. s m e r c h smerch

Think of how the ten words above would be pronounced with the vowels sounded as you have marked them. Now look at the ten words below. Do not mark the vowels. Think of how each of these words should be pronounced. You will say these words to your teacher.

11. noid
12. taul
13. breen
14. loy
15. trew
16. shood
17. ploud
18. streuce
19. baw
20. gow

P-16 Application of Phonics Principles

Skill - Ability to apply learned phonics rules.

Performance Objective - Given a list of nonsense words, the learner will be able to pronounce them according to the letter sounds and vowel principles that have been taught.

Sub-skills:

All previously taught phonetic skills.

TEST P-16. APPLICATIONS OF PHONICS TO NONSENSE WORDS

(This test is given individually. The pupil reads from the response sheet he marked for Test P-16. As he pronounces each word, record results as follows:

a. Do not give part credit. The pronunciation is either correct or incorrect. Indicate incorrect responses with an "x" in the "errors" column.

b. For each word that is incorrect, indicate the error in the "analysis of errors" column by circling the phonic elements that was mispronounced.)

Nonsense Word	Rhymes with	Errors	Analysis of Errors: Initial Consonant	Vowel	Final Consonant
1. grote	(boat)	_____	gr	ō	t
2. cherm	(germ)	_____	ch	er	m
3. spe	(spree)	_____	sp	ē	
4. thain	(rain)	_____	th	ā	n
5. dop	(top)	_____	d	o	p
6. dro	(grow)	_____	dr	ō	
7. lit	(slit)	_____		ī	t
8. snobe	(probe)	_____	sn	ō	b
9. broan	(groan)	_____	br	ō	n
10. plurst	(thirst)	_____	pl	ur	st
11. loist	(moist)	_____	l	oi	st
12. saub	(daub)	_____	s	au	b
13. neek	(week)	_____	n	ē	k
14. koy	(toy)	_____	k	oy	
15. plew	(grew)	_____	pl	ew	
16. grood	(food or hood)	_____	gr	oo	d
17. bloun	(clown)	_____	bl	ou	n
18. heud	(feud or food)	_____	h	eu or o͞o	d
19. fraw	(raw)	_____	fr	aw	
20. spow	(go or cow)	_____	sp	ow	

P-17 WORD ENDINGS

Skill - Ability to recognize endings in words.

Performance Objective - The learner will be able to identify the simple endings that denote tense (ed, ing), number (s, es), person (s, es), possession ('s), and comparison (er, est) when inflected forms of words are dictated.

Sub-skills:

1. Ability to recognize and use the verb form of "ing."

2. Ability to recognize and use the verb form of "ed,"

3. Ability to recognize the 3 sounds of "ed" (/ed/, /d/, /t/)

4. Ability to recognize and use the correct verb form of "s" and "es" denoting third person singular.

5. Ability to recognize the difference between singular and plural forms and to spell and read a plural word with an "s" ending.

6. Knowledge of when to use "es" or "ies" to make a plural word and the ability to recognize that word as a plural when used.

7. Ability to make and recognize a word showing possession.

8. Ability to recognize and use the correct comparative form of "er" and "est."

9. Knowledge of the "y" rule and the ability to recognize the root word when the spelling is changed in the variant.

10. Knowledge of the Silent E rule and the ability to recognize the root word when the spelling is changed in the variant.

11. Knowledge of the Doubling Rule - words of one syllable, ending in one consonant, after one vowel, double the final consonant before a suffix beginning with a vowel, but do not double it when the suffix begins with a consonant.
    (Ex.: big, bigger, biggest, bigness)

    This includes verb endings ing - ed
    (Ex.: step - stepping, grin - grinned, want - wanting)

TEST P-17: WORD ENDINGS

SAMPLE:	help	helping	helper	helps	helped
1.	cool	cools	cooled	cooling	cooler
2.	plant	planter	plants	planted	planting
3.	jump	jumper	jumping	jumped	jumps
4.	cream	creamer	creamy	creaming	creamiest
5.	stamp	stamping	stamps	stamped	stamper
6.	dress	dresser	dressing	dresses	dressed
7.	close	closed	closer	closes	closest
8.	sharp	sharpen	sharper	sharpest	sharply
9.	milk	milker	milks	milked	milking
10.	save	saved	saves	saving	saver

P-18. FINDING THE ROOT WORD

Skill - Ability to identify root word
Part I - Root words plus ending.s.
ing - ed - er - s - est - es
Part II - Root word plus prefixes and suffixes.
un - dis - re - mis - pre - in - un - im
ly - y - ed - able - ment - ary

Performance Objective - The learner will be able to identify the root word in an inflected form (having an ending) or in a derived form (having a prefix or suffix).

Sub-skills: (Part I)

1. Knowledge of the Doubling Rule and ability to recognize the root word when the final consonant is doubled.

2. Auditory discrimination between "s" and "es".

3. Ability to spell and read a plural word with "s" and "es" ending.

4. Recognition of the three sounds of "ed" and the ability to identify the root word even though only one syllable.

Subskills: (Part II)

5. Knowledge of and ability to recognize prefixes in words as a meaning unit as well as a visual unit. (un, dis, re, mis, pre, in, un, im)

6. Knowledge of and ability to recognize suffixes in a word as a meaning unit as well as a visual unit. (;, ed, able, ment, ary)

7. Recognition of grammatical function of suffixes.
Adjective endings - able, ful, er, est
Noun endings - ment, ness, er
Verb endings - s, es, ing, ed
Adverb endings - ly

TEST P-18: FINDING THE ROOT WORD (Part 1)

Sample: w o r k e d

1. finding
2. looked
3. jumper
4. runs
5. fastest
6. gives
7. cutting
8. classes
9. toys
10. called

TEST P-18: FINDING THE ROOT WORD (Part 2)

Sample: i m p r o v e m e n t

11. uneventful
12. kindness
13. preoccupy
14. transact
15. retrainable
16. windward
17. encouragement
18. childishly
19. infirm
20. dismantle

P-19 - COMPOUND WORDS

Skill - Ability to recognize compound words.

Performance Objective - The learner will be able to divide a compound word into its component parts.

Sub-skills:

1. Ability to recognize familiar parts of a word. (Same beginning, middle or endings).

2. Ability to identify a root word and to recognize that a compound word is made up of two root words.

3. Ability to combine two separate words into a compound word.

TEST P-19: COMPOUND WORDS

Sample: s c h o o l r o o m

1. doorstep
2. outside
3. sailboat
4. myself
5. armchair
6. storybook
7. doghouse
8. airplane
9. fireside
10. baseball

P-20 CONTRACTIONS

Skill - Ability to recognize a contraction.

Performance Objective - The learner will be able to write the two words for which a contraction stands.

Sub-skills:

1. Ability to recognize that the apostrophe stands for a left out letter or letters.

2. Ability to recognize a contraction with one missing letter and know the two words it stands for.

3. Ability to write a contraction from two separate words substituting the apostrophe where one letter is omitted.

4. Ability to recognize a contraction and know the two words it stands for when two or more letters are omitted.

5. Ability to write a contraction for two separate words substituting an apostrophe where two or more letters are omitted.

Contractions - 1 letter omitted	Contractions - 2 or more letters omitted
isn't	I've
I'm	I'll
he's	can't
don't	won't
you're	we've
we're	she'd
they're	
let's	
it's	
didn't	
couldn't	

TEST P-20 - CONTRACTIONS

Sample: hasn't _____

1. won't _____
2. he's _____
3. haven't _____
4. we'd _____
5. I've _____
6. wasn't _____
7. they're _____
8. isn't _____
9. you'll _____
10. wouldn't _____

P-21 IDENTIFYING PREFIXES AND SUFFIXES

Skill: Ability to recognize a prefix or a suffix in a word.

Performance Objective - The learner will be able to identify prefixes and suffixes in a list of derivations.

Sub-skills:

1. Ability to recognize a prefix as a visual unit.
2. Ability to recognize a suffix as a visual unit.

Prefixes		Suffixes	
re	(again)	y	(like)
dis	(not, apart)	ness	(being)
un	(not)	ful	(full of)
ex	(out of)	ment	(result of)
pre	(before)	ward	(in direction of)
sub	(under)	able	(capable of being)
in	(not)	ible	(" " ")
im	(not)	ly	(like)
trans	(across)	less	(without)
mis	(wrong)	ish	(like)
anti	(against)	ist	
com	(with)	er	
non	(not)	ent	(one who)
bi	(two)	ance	(state of being)
tri	(three)	ence	(state or quality)
per	(through)	wise	(ways)
ob	(against)	ous	(full of)
pro	(in front of)		
inter	(between)		
de	(from)		
ab	(from)		
post	(after)		
super	(over)		
con	(against)		

TEST P-22: IDENTIFYING PREFIXES AND SUFFIXES

Sample: enfold player

1. greenish
2. preread
3. shiny
4. exclaim
5. endear
6. kindly
7. unlock
8. transplant
9. hardness
10. imperfect
11. painter
12. displease
13. humorist
14. speechless
15. careful
16. rebuild
17. statement
18. inactive
19. westward
20. substandard

P-22 - USE OF PREFIXES AND SUFFIXES

Skill - Ability to add the correct prefix or suffix to a word.

Performance Objective - Given a list of prefixes and suffixes, the learner will be able to identify the affix to be added to a given root word to make sense in a sentence.

Sub-skills:

1. Ability to recognize prefix and suffix as a visual unit.
2. Ability to recognize prefix and suffix as a meaning unit.
3. Ability to recognize suffix as a grammatical unit.
4. Ability to add affix to a root to make a meaningful unit.
5. All sub-skills of P-22.

TEST P-22: USE OF PREFIXES AND SUFFIXES

Prefixes	Suffixes
a	er
un	y
dis	ly
im	able
in	less
en	ness
re	ful
ex	ward
pre	ment
trans	ish
sub	ist

Sample:

The stories of his deeds revealed something of the _____great____of the old doctor.

---

1. The teacher had an_____announce_____to make to the class.
2. How can we_____pay_____the children for their kindness?
3. The grass is dry and brown from so many_____rain_____days.
4. Heavy loads are more_____manage_____if you know how to lift them properly.
5. That serious fall might_____able_____Jack for a long time.
6. Everyone was_____doubt_____that the rain would stop, so the race was canceled.
7. The important papers were_____trusted_____to him for safe delivery.
8. As Jim came over the crest of the hill, he saw that the barn was _____fire_____.
9. On Monday morning I decided to_____pay_____my lunch expenses for the week.
10. Jane and Fred were_____warm_____received by their joyful cousins.

A BASIC SIGHT VOCABULARY FOR BEGINNING READING

by Dale Johnson

1.	the	51.	out	101.	each	151.	small
2.	of	52.	so	102.	just	152.	found
3.	and	53.	said	103.	those	153.	Mrs.
4.	to	54.	what	104.	people	154.	thought
5.	a	55.	up	105.	Mr.	155.	went
6.	in	56.	its	106.	how	156.	say
7.	that	57.	about	107.	too	157.	part
8.	is	58.	into	108.	little	158.	high
9.	was	59.	than	109.	good	159.	school
10.	he	60.	them	110.	very	160.	every
11.	for	61.	can	111.	make	161.	don't
12.	it	62.	only	112.	world	162.	does
13.	with	63.	other	113.	still	163.	got
14.	as	64.	new	114.	own	164.	left
15.	his	65.	some	115.	see	165.	number
16.	on	66.	could	116.	men	166.	until
17.	be	67.	time	117.	work	167.	always
18.	at	68.	these	118.	long	168.	away
19.	by	69.	two	119.	get	169.	something
20.	I	70.	may	120.	here	170.	water
21.	this	71.	then	121.	between	171.	put
22.	had	72.	do	122.	both	172.	think
23.	not	73.	first	123.	under	173.	almost
24.	are	74.	any	124.	never	174.	hand
25.	but	75.	my	125.	day	175.	enough
26.	from	76.	now	126.	same	176.	far
27.	or	77.	like	127.	another	177.	took
28.	have	78.	our	128.	know	178.	head
29.	an	79.	over	129.	while	179.	yet
30.	they	80.	man	130.	last	180.	better
31.	which	81.	me	131.	might	181.	set
32.	one	82.	even	132.	us	182.	told
33.	you	83.	most	133.	great	183.	nothing
34.	were	84.	made	134.	old	184.	night
35.	her	85.	after	135.	year	185.	end
36.	all	86.	did	136.	off	186.	why
37.	she	87.	many	137.	come	187.	called
38.	there	88.	before	138.	go	188.	didn't
39.	would	89.	must	139.	came	189.	eyes
40.	their	90.	through	140.	right	190.	find
41.	we	91.	back	141.	used	191.	going
42.	him	92.	years	142.	take	192.	look
43.	been	93.	where	143.	three	193.	ask
44.	has	94.	much	144.	house	194.	knew
45.	when	95.	your	145.	use	195.	point
46.	who	96.	way	146.	again	196.	next
47.	will	97.	well	147.	place	197.	city
48.	more	98.	down	148.	American	198.	give
49.	no	99.	should	149.	around	199.	group
50.	if	100.	because	150.	home	200.	days

201. let
202. room
203. present
204. face
205. things
206. early
207. big
208. need
209. four
210. children
211. saw
212. best
213. church
214. ever
215. light
216. thing
217. want
218. done
219. open
220. God
221. kind
222. different
223. door
224. help
225. whole
226. it's
227. above
228. name
229. company
230. hands
231. show
232. five
233. gave
234. today
235. feet
236. across
237. past
238. having
239. seen
240. really
241. car
242. already
243. I'm
244. tell
245. together
246. money
247. keep
248. sure
249. real
250. behind
251. miss
252. air
253. making
254. office
255. brough
256. whose
257. heard
258. street
259. boy
260. change
261. board
262. west
263. close
264. turn
265. love
266. full
267. am
268. wife
269. wanted
270. front
271. sometimes
272. girl
273. six
274. able
275. feel
276. mother
277. music
278. party
279. run
280. short
281. town
282. morning
283. outside
284. art
285. leave
286. plan
287. sound
288. top
289. black
290. hard
291. believe
292. play
293. says
294. mean
295. soon
296. table
297. red
298. road
299. alone
300. gone
301. idea
302. women
303. America
304. started
305. book
306. cut

STUDY SKILLS

Skills

Sub-skills

Performance Objectives

Compiled by Sara Wane
July 1973

FRAMINGHAM PUBLIC SCHOOLS
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STUDY SKILLS

Performance Objectives and Skills

S-1 Skill - Alphabetization

Performance Objective - Given a series of letters or words, the student is able to sequence them in correct alphabetical order.

S-2 Skill - Parts of a Book

Performance Objective - Given the specific parts of a book, the student is able to utilize the information presented.

S-3 Skill - Dictionary Skills

Performance Objective - Given a list of words, the student is able to locate the words and utilize the information presented in the dictionary.

S-4 Skill - Library Skills

Performance Objective - Given specific opportunities, the student is able to demonstrate proficiency in locating materials and in utilizing the card catalog and the Dewey Decimal System in the Library.

S-5 Skill - Reference Materials

Performance Objective - Given a research task, the student is able to locate, identify, and utilize the information available in reference materials.

S-6 Skill - Organizational Skills

Performance Objective - Given a reading selection, the student is able to organize facts and concepts in a summary and/or an outline.

S-7 Skill - Rate of Reading Adjustment

Performance Objective - Given a reading selection, the student is able to adjust his rate of reading in relation to its difficulty and the purpose of reading.

S-8 Skill - Map Skills

Performance Objective - Given a map, the student is able to locate information and answer questions pertaining to the map.

S-9 Skill - Graphs and Tables

Performance Objective - Given a sample graph or table, the student is able to interpret the information presented on the charts.

S-I Skill - Alphabetization

Performance Objective - Given a series of letters or words, the student is able to sequence them in correct alphabetical order.

SI-A Sub-skill - Letters in Sequence

Performance Objective - Given the letters of the alphabet, the student is able to place the letters in the correct sequence. (r - t, - h i , j k -)

SI-B Sub-skill - Words in Sequence

Performance Objective - Given a list of words, the student is able to place the words in the correct alphabetical sequence.

a) red, blue, green, orange
b) apple, air, arrow
c) stand, street, sting
d) strong, string, straw
e) squash, square, squat

SI-C Sub-skill - Names in Alphabetical Sequence

Performance Objective - Given a list of names, the student is able to arrange them in the correct alphabetical sequence. (Frost, Robert - McMac - St. O' - Van - de)

SI-D Sub-skill - Titles in Alphabetical Sequence

Performance Objective - Given a list of titles, the student is able to arrange the titles in the correct alphabetical sequence.

a) Make Way for Duckling, Little Women, Heidi, Sounder, Harriet the Spy
b) The Moffats, An Enormous Egg, A Home for Sally
c) Five Hundred Hats, 101 Dalmations, The Three Bears, Twenty-One Balloons

S-2 Skill - Parts of a Book

Performance Objective - Given the specific parts of a book, the student is able to utilize the information presented.

S2-A Sub-skill - Book Titles

Performance Objective - Given a variety of book titles, the student is able to determine the relationship between the title and the book's contents.

S2-B Sub-skill - Title Page

Performance Objective - Given a book having a title page, the student is able to locate the title page and interpret the information presented on that page.
(Title, author, publisher, place of publication, date of publication, original copyright date, revision)

S2-C Sub-skill - Preface

Performance Objective - Given a book having a preface (or foreword or introduction), the student is able to locate the preface and interpret the information presented on that page. (Author's purpose - for whom was the book intended - Author's suggestions for use of the book - Resources that the author used)

S2-D Sub-skill - Table of Contents

Performance Objective - Given a book having a Table of Contents, the student is able to locate the Table of Contents and interpret the information presented on that page.

a) Given a Table of Contents, the student is able to locate a specific story and page number.
b) Given a Table of Contents which contains main topics and sub-divisions, the student is able to use this information to determine the organization of the book.
c) Given a research task, the student is able to use the Table of Contents to locate specific information related to other subject areas.

S2-E Sub-skill - Index

Performance Objective - Given a book having an Index, the student is able to locate the Index and locate specific information presented on that page.

a) Given a research subject, the student is able to identify a key word under which to look for specific information in an index.
b) Given an Index, the student is able to locate specific information about a topic.

c) Given an index, the student is able to use headings and sub-heads to locate information.

d) Given an index, the student is able to use cross references to locate information about a topic.

S2-F Sub-skill - Textbook Study Aids

Performance Objective - Given various books, the student is able to demonstrate proficiency in the use of the special study aids in a textbook.

a) Glossary

Given a textbook having a glossary, the student is able to locate and demonstrate his ability to use a glossary.

b) Appendix

Given a textbook having an Appendix, the student is able to identify the location and purpose of an appendix.

c) Bibliography

Given a textbook having a bibliography, the student is able to demonstrate proficiency in identifying the location and in consulting the bibliography for specific information.

d) Footnotes

Given a reading selection having footnotes, the student is able to interpret the meaning of the footnote.

S-3 Skill - Dictionary Skills

Performance Objective - Given a list of words, the student is able to locate the words and utilize the information presented in the dictionary.

S3-A Sub-skill - Parts of the Dictionary

Performance Objective - Given a list of words, the student can indicate the part of the dictionary in which each word appears.

S3-B Sub-skill - Guide Words

Performance Objective - Given a set of guide words and a list of words, the student is able to determine which words would be on the same page as the guide words.

S3-C Sub-skill - Root Words

Performance Objective - Given a list of inflected and derived word forms, the student is able to identify the root word as the entry word in a dictionary listing.

S3-D Sub-skill - Pronunciation Key

Performance Objective - Given a pronunciation key, the student is able to pronounce a word by using dictionary symbols.

a) train | hăt āge cāre fär
b) dawn | dŏn doun dȧrn dôn

S3-E Sub-skill - Diacritical Marks

Performance Objective - Given a pronunciation key and a list of phonetic respellings, the student is able to demonstrate proficiency in the use of diacritical marks, syllabic divisions, and accent marks to pronounce the words.

S3-F Sub-skill - Multiple Meanings

Performance Objective - Given a word with several meanings, the student is able to derive the appropriate meaning from the dictionary listing.

a) Given a word with several meanings, the student can select the appropriate meaning of the word for a given sentence. (strike - run)
b) Given a word with several meanings which appears in a given sentence, the student is able to recognize the appropriate part of speech. (frequent: adjective or verb) and is able to give the correct pronunciation (present - present).
noun verb

S3-G Sub-skills - Special Sections

Performance Objective - Given an opportunity to study a dictionary, the student is able to locate the section and identify the purpose of each section for finding specific information.

a) Addenda
b) Guide to Pronunciation
c) Foreign Words and Phrases
d) Gazetteer
e) Biographical
f) Forms of Address
g) Miscellaneous

S-4 Skill - Library Skills

Performance Objective - Given specific opportunities, the student is able to demonstrate proficiency in locating materials and in utilizing the card catalog and the Dewey Decimal System in the Library.

S4-A Sub-skill - Library Locations

Performance Objective - Given the title of a book, the student is able to determine its categorical location in the Library. (Fiction - Non Fiction)

S4-B Sub-skill - The Card Catalog

Performance Objective - Given specific opportunities, the student is able to demonstrate his proficiency in the use of the card catalog in the Library.

a) Given a list of subjects, titles, and authors, the student is able to locate the card in the appropriate alphabetical drawer of the card catalog.
b) Given a card from the card catalog, the student is able to identify the type of card (author, title, subject) and interpret the information presented on the card.
c) Given a card from the card catalog, the student is able to identify the call number and locate the book on the library shelves.

S4-C Sub-skill - The Dewey Decimal System

Performance Objective - Given opportunities to use the library, the student will become familiar with the arrangement of books according to the Dewey Decimal System.

a) Given the ten major divisions of the Dewey Decimal System, the student is able to identify the classification in which generalized types of information are found.
b) Given the ten major divisions of the Dewey Decimal System, the student is able to determine the classification of a specific book.
c) Given a research topic, the student is able to locate the Dewey Decimal System numbers for specific references within the general classifications.

S-5 Skill - Reference Materials

Performance Objective - Given a research task, the student is able to locate, identify, and utilize the information available in reference materials.

S5-A Sub-skill - Encyclopedias

Performance Objective - Given a research task, the student is able to use the encyclopedia to locate pertinent information.

a) Given a research task, the student is able to locate specific information in an encyclopedia by using the numerals or alphabetic listing on the outside volume covers.
b) Given a research task, the student is able to locate specific information in an encyclopedia by using the guide words at the top of the page.
c) Given a selection to read, the student is able to determine the word or words to use as key words to enable him to locate information in the encyclopedia.
d) Given a research task, the student is able to locate information in the encyclopedia by use of cross references.

S5-B Sub-skill - Newspapers

Performance Objective - Given a newspaper, the student is able to use its contents as a source of current topical information.

a) Given a newspaper, the student is able to refer to the index to locate specific pages on which different types of information may be found.
b) Given an article from the newspaper, the student is able to identify the classification of its subject within the newspaper.
c) Given a news story, the student is able to identify its components. (headline, by-line, dateline, lead, details) (who-when-where-why-what-how)
d) Given a newspaper selection, the student is able to differentiate between fact and opinion.

S5-C Sub-skill - Miscellaneous Reference Materials

Performance Objective - Given a list of reference materials, the student is able to select a source in which specific information may be found.

Reader's Guide to Periodic Literature
Who's Who
Roget's Thesaurus
Bartlett's Familiar Quotations
Walker's Rhyming Dictionary
Webster's Biographical Dictionary
Gazetteer
Atlas
World Almanac

S-6 Skill - Organization of Materials

Performance Objective - Given a reading selection, the student is able to organize facts and concepts in a summary and/or an outline.

S6-A Sub-skill - Outlining

Performance Objective - Given specific information, the student is able to organize the material into outline form.

a) Given pictures, words, facts, ideas, or events, the student is able to classify them into categories or under main headings.
b) Given a reading selection, the student is able to arrange events, facts, and ideas into sequential order.
c) Given an assigned reading selection, the student is able to state the main topic and sub-topics.
d) Given a list which includes title, main topic, and sub-topics, the student is able to arrange these in a skeletal outline.
e) Given a reading selection, and a partially completed outline, the student is able to complete the outline.
f) Given a reading selection, the student is able to construct an outline of the material presented.

S6-B Sub-skill - Summarizing

Performance Objective - Given facts of information, the student is able to organize this material into summary form.

a) Given a reading selection, the student is able to write a summary of what has been read.
b) Given oral information, the student is able to write a summary of what has been heard.

S6-C Sub-skill - Notetaking

Performance Objective - Given facts of information, the student is able to take notes on the material presented.

a) Given a reading selection, the student is able to take notes in his own words by selecting the main idea and supporting details.
b) Given oral information, the student is able to take notes in his own words of what has been heard.

S6-D Sub-skill - Study Plan

Performance Objective - Given material to study, the student is able to follow a study plan to master the information. (S Q 3 R)

S-7 Skill - Rate of Reading Adjustment

Performance Objective - Given a reading selection, the student is able to adjust his rate of reading in relation to its difficulty and the purpose of reading.

S7-A Sub-skill - Skimming

Performance Objective - Given a reading selection, the student is able to adjust his reading rate and use the skills of skimming according to the purpose of his reading and the type of reading exercise presented within a limited time.

a) Given a reading selection, the student is able to skim the material making use of cue words and phrases and typographical differences.

b) Given a timed reading selection, the student is able to skim the material and answer general questions based on the main idea and supporting details of the material presented.

S7-B Sub-skill - Scanning

Performance Objective - Given a reading selection and questions, the student is able to adjust his reading rate as he scans the material to locate specific information within a limited time.

S7-C Sub-skill - Variations in Reading Rate

Performance Objective - Given selections of varying reading levels and of differing types of material, the student is able to adjust his rate of reading while maintaining his comprehension level.

S-8 Skill - Map Skills

Performance Objective - Given a map, the student is able to locate information and answer questions pertaining to the map.

S8-A Sub-skill - Representational Map Skills

Performance Objective - Given a map, the student is able to use the representational key to interpret the material presented.

a) Given a map, the student is able to interpret the information presented through use of:
   1. realistic symbols
   2. concrete symbols
   3. abstract symbols

b) Given a map, the student is able to interpret the information presented through use of a color key for classes and sub-classes.

c) Given a map, the student will be able to point, line, and area symbols to interpret the information presented.

d) Given maps of various types, the student is able to interpret the information presented. (political, relief, weather, city, road)

e) Given maps of various types, the student is able to compare topographical, climatic, political, product, or demographical likenesses and differences between geographic areas.

f) Given specific map information, the student is able to make inferences based on the special characteristics presented.

S8-B Sub-skill - Locational Map Skills

Performance Objective - Given a map, the student is able to apply locational skills to interpret the information presented.

a) Given a map, the student is able to locate points:
   1. on a simple grid
   2. on a number-letter grid

b) Given a map, the student is able to use latitude and longitude to locate points.

c) Given a map, the student is able to locate cardinal and intermediate directions.

d) Given a map, the student is able to locate and identify major land and water forms.

S8-C Sub-skill - Measurements on Maps

Performance Objective - Given a map, the student is able to recognize and use its scale and understand differences in size and distance.

a) Given a map, the student is able to use the scale to determine distance.
   1. blocks on a simple map
   2. 1" = 1 mile
   3. 1" = 3 mi., ∴ 3" = 9 mi.
   4. 1" = 10 mi., ∴ 2-1/2" = 25 mi.

b) Given varying maps, the student is able to identify the differences among maps drawn to different scales (1" = 100 mi. and 1" = 1000 mi.)

c) Given appropriate maps, the student is able to interpret the effect of various map projections on the shape and size of land and water formations.

d) Given appropriate maps, the student is able to use insert maps to determine the relative size of areas.

e) Given a map where time distances are indicated, the student is able to tell the time differences between different locations.

S-9 Skill - Graphs and Tables

Performance Objective - Given a sample graph or table, the student is able to interpret the information presented on the charts.

S9-A Sub-skill - Pictorial Graphs

Performance Objective - Given a pictorial representation of information, the student is able to interpret the material presented.

S9-B Sub-skill - Bar Graphs

Performance Objective - Given a horizontal or vertical bar graph, the student is able to make comparisons and draw conclusions.

S9-C Sub-skill - Circle Graphs

Performance Objective - Given a circle graph, the student is able to understand its divisions and interpret the relationship of the parts to the whole.

S9-D Sub-skill - Time Line

Performance Objective - Given a sample time line, the student is able to interpret the information presented.

S9-E Sub-skill - Line Graphs

Performance Objective - Given a line graph, the student is able to answer questions based on the information presented on the horizontal and vertical axes of the graph.

S9-F Sub-skill - Time Tables

Performance Objective - Given a schedule, the student is able to answer questions based on the information presented relevant to given times and places.

S9-G Sub-skill - Diagrams

Performance Objective - Given a sample diagram, the student is able to answer questions based on the material presented.

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Transition Class

A Statement of Purpose and a Guide to Training

Framingham Elementary Schools

1970 - 1971

Each school has a transition class geared to the needs of its population and guided by its expectations for these children. There is a good deal of variety in the transition classes. This guide states the philosophy behind the establishment of transition class and offers suggestions in the training of the children.

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June 1970

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I Philosophy Behind Transition Class

Scattered throughout school populations on all levels, there are those children who fail .. fail in the sense that their social, emotional, or intellectual growth is not on a comparative level with the majority of their peers. Their types and degrees of failures are as many and varied as the reasons for their lack of success. Some of them are immature, some have unidentified medical problems, some achieve academically but are incapable of forming good peer relationships, some have poorly defined selfconcepts, some have built-in learning problems fostered in poor socio-economic home environments.

The school as a subset of society expects a certain level of academic achievement that will insure an individuals capacity to function in the society. However, it is the responsibility of the school to assess the needs of the school population and plan its curriculum in the light of these needs. The school can provide early childhood education to compensate for a home environment or a growth pattern that has not prepared an individual in certain specific skills that are a prerequisite to academic achievement and school adjustment.

Despite a prevailing belief that educators are successfully influenced by new knowledge of how children learn and use new techniques, materials and programs to aid this learning, public schools are finding ever-increasing demands for special help and service to students. The cost, in terms of time and personnel, of remediating problems of older students is discouraging and prohibitive.* Programs need to be developed which utilize knowledge and energies in preventing development of problems rather than in attempting to solve firmly-entrenched ones. Cumulative records of students who are failing or who need considerable help and support in the intermediate grades indicate certain characteristics these students have in common. First, second, and most third grade teachers labeled them "immature", "unready", "not ready to settle down" or unable to pay attention" with remarkable consistency. All problems have a beginning and it is known that the sooner a problem is identified, the easier and less expensive it is to correct. It is better to form habits than to try and change them. The longer a problem goes unattended, the more costly it is to remedy if it can be remedied at all. Prevention is far less expensive than remediation and the knowledge that adult problems often stem from unsolved childhood problems has been with us for many years. It would seem then that the logical place to start would be at the beginning of school.

Educators have long talked of school readiness and learning readiness but much of it has been lip service to a sound but unpracticed theory.

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* The cost in terms of unhappiness, insecurity, and loss of motivation is immeasurable.

Good programs have not been developed, nor existing programs changed, to implement what we as educators, agree upon. Children still enter and are placed in grades by chronological age. It is our belief that we can seek out and find many children headed for difficulties upon school entrance. It is our intention to intervene before placement and provide situations suitable to individual learning needs and abilities for the academic and emotional 'high risk' child and to continue to manipulate the school environment for this child as long as his needs indicate. One form of intervention has been establishment of the transition class.

II Description of Class

Transition class changes the rigid structure of the school system as we have known it for sixty years. It provides time at the beginning of schooling for indepth readiness training where it is needed. It changes the program to fit the child instead of placing him in an inappropriate situation. It is a determined attempt to prevent frustration and failure in the first year of formal schooling. It prevents over-placement and its long-term effect on school performance. If there is a delay in the developmental sequence it builds in time to bring the child to the point of learning readiness. If there is an irregularity or disturbance in the developmental sequence, it provides a chance to begin programming for the special needs of the child and match teaching methods to the specific developmental needs. Transition class can avoid years of low group placement for children of good intelligence. It removes pressure to achieve and its resulting tensions from the child not yet ready to achieve and also from his teacher. It helps identify the hard-core learning problems and initiate successful remediation.

Classrooms are self-contained with one teacher, and hlpefully, not more than fifteen children. The children attend a regular school day. The curriculum is modified to meet individual needs as much as possible. Transition class is not considered a slow first grade. Rather, it is considered an opportunity to assess weaknesses in social, emotional, language and motor skills and make provisions for them. The range of academic work can be broad, with some children still, essentially, in readiness training at the end of the year while others are ready for second grade work. The majority of children move on to first grade after a year of transition. Since almost all of them have moved into the regular reading program, first grade teachers pick them up where they are and let them proceed. Those children capable of operating comfortably within the middle group of second grade are allowed to join the second grade classroom. This means social and emotional as well as academic competence. Children who seem able to make this step are given ample opportunity to work in first grade classrooms in the spring of their transition year so that social and emotional competence in the peer group may be assessed. This is not a goal of transition, however, but provides a measure of flexibility so that transition class does not become another rigid step in the school structure. In some cases children move on to first grade from transition but join the second grade for language arts programs. Schools involved with primary units or open classrooms on the primary level are adapting the transition class to meet their own needs. The basic purpose of meeting children's needs and preventing frustration and failure at the beginning of schooling is upheld. Needs will be determined and deficit areas will be trained. Piaget (1952), Koffka (1928), Schilder (1964) and Hebb (1949) all support training the child at the level at which he is operating and leading him successfully at his own pace to more advanced levels. Methods will be tailored to particular needs and the child will be placed in a pressure-free situation to develop his potential.

III Screening

Kindergarden teachers comprise the most important and dependable factor in the evaluation of children and the recommendations for transition or first grade. Their observations and judgements based on these observations far outweigh the predictive testing which is used only to confirm their recommendations. When testing and teachers judgement do not ibe the referral for placement is left to the kindergarden teacher

The dialogue concerning transition class and its philosophy is begun by a pediatric psychiatrist who presents normal ego growth and development and the needs of the child entering school A series of questions relating to normal social, emotional, language and motor development are then presented and discussed by the reading consultant and kindergarden teachers in each school. Teachers are requested to observe and evaluate the performances of children in the areas covered by the questions. In early spring the reading consultant administers some group visual-motor testing (Bender, DAP, Horst, Letter Identification, Copying) and some individual auditory testing (Wepman, Oral Story). The reading consultant and kindergarden teachers and ideally the guidance counselor and first grade teachers in each building then discuss educational placement for children on the basis of observation and testing. Referral may be to a regular first grade, to a particular first grade teacher, to a primary unit, to an open classroom, to specialists for further evaluation or to a transition class. Occasionally it is recommended that a child stay with the kindergarden. Parents of children proposed for transition class meet and discuss the program. Children of parents hostile to the program are not placed in transition.

The Metropolitan Readiness test is administered to all transition and first grade classes in September as an additional and current screening check.

CHARACTERISTICS OF TRANSITION GRADE

- physically small - skeletal age lag (boys)
- disoriented
- considerable dependency needs
- can't mobilize energy to perform task offered . Delayed psychic maturation
- motility pattern global - fine coordination poor
- poor body image
- poor spatial orientation
- inferior auditory discrimination (receptive language)
- expressive language deficits. Output varies with background.
- poor memory - can't retrieve
- poor visual discrimination (form constancy)
- bizarre modality patterning - integration problems

Not to be confused with "slow starters"

- active but under control
- [illegible]ation less diffuse
- fewer problems with organization
- central nervous system patterning less primitive

CHARACTERISTICS OF CHILD READY FOR FIRST GRADE WORK

CHILD SHOULD BE - task oriented

- able to concentrate - able to listen
- able to control motor impulses - focus them
- able to communicate with others ane express himself
- able to use mature sensory skills
- coordinated in perceptual-motor areas
- able to suspend gratificat on
- able to work for more remote goals
- emotionally stable
- aware of or have established identity so that energy for learning is released

Questions to be considered in Kindergarten observations.

GENERAL INFORMATION

What is the parent's attitude toward school?
What is the child's attitude - has it changed?
What is the stability of home situation?
Have there been frequent moves?
Has there been loss of a loved figure?
Have there been separations from parents?
Have there been illnesses or hospitalizations?
Are there sibling rivalries?
Is there a physical disability?
Has the parent expressed concern about this child?

SOCIAL AND EMOTIONAL DEVELOPMENT

Does the child feel comfortable in the school situation?
Is he too dependent on mother and/or teacher?
Have there been separation problems?
Does he like to play? Can he play?
Does he get along reasonably well with peers?
Is he a loner?
Does he initiate relationships?
Does he have reasonable control of his impulses?
Does he direct his own play?
Can he accept direction and correction?
Is he easily frustrated?
Does he cry easily?
Is he confused?
Does he accept new experiences?
Does he complete his tasks reasonably?
Does he seem anxious? withdrawn? too aggressive?
Does he interrupt or seek attention constantly?
Is he easily distracted?
Does he daydream?
Can he sit and think?
Is he aware of the effects of his behavior on another child?

LANGUAGE DEVELOPMENT

Does the child listen to directions?
Does he understand directions?
Can he respond to directions?
Can he express himself reasonably well?

Can he make his needs known?
Can he relate an experience?
Can he repeat a direction?
Does he talk in sentences? phrases? telegraphic speech?

Can he listen to a story?
Can he focus his attention for a reasonable length of time?
Does he seek information?
Does he have difficulty remembering what is heard?
Does he learn new words?
Does he seem unable to learn or remember?
Does he talk too much?
Does he talk too little?
He evaluate his own performance?
Does he look at you when you are communicating?

MOTOR DEVELOPMENT

Does he move reasonably well in space?
Is he overly clumsy?
Can he hop and skip at a normal level?
Can he handle pencils, crayons, books, etc. reasonably well?
Can he copy correctly?
If there is an articulation problem is it immature or irregular development?
Is he overly active?
Is he very, very slow in his tasks?
Does he need a lot of physical contact?

RECOMMENDATION

Has he matured at the proper pace this year?
Does he need to be taught how to learn?
What kind of placement do you think he needs next year?

TRANSITION CLASS TERMINOLOGY

Laterality: Inner sense of the two sides of the body and their difference.
- a. Leftness
- b. Rightness
- c. Two sidedness

Directionality: Projection into space of laterality-awareness of (left-right), (mid-line), (crossing).
- a. up and down
- b. before and behind
- c. under and over
- d. in and out
- e. below and above

Gross Motor: Is the involvement of the muscles of the body - particularly the large muscle groups.
- a. sitting (posture)
- b. holding head erect
- c. standing
- d. using both hands as a pair
- e. hands and eyes as a team
- f. locomotion - movement in space
- g. contact - reach, grasp and release
- h. receipt - intercepting a moving object
- i. propulsion - throwing, batting

Fine Gross Motor: Is the involvement of the muscles of the body - particularly the smaller muscle groups.
- a. move fingers, hand, wrist, arm, feet in coordinated fashion
- b. move fingers, hand, wrist, arm, feet in differentiated fashion
- c. eyes
- d. speech

Eye-Hand Coordination: Is thought of as a skill involving accuracy and control, but many physical and psychological skills are involved. Such as:
- a. laterality
- b. directionality
- c. ability to stop
- d. eye movements: accurate control of eyes
  accurate match between the eye movement and the perceived visual stimulus
  an adequate interrelationship between the movement of the eyes and the movements of other muscle groups in the body.
- e. dexterity

Body Image: Is a learned concept resulting from the observation of parts of the body and the relationship of the different parts of the body to each other and external objects.
- a. identification of body parts
- b. laterality
- c. directionality

Spatial Perception: Has two categories:

a. Egocentric localization - earliest form of space awareness in which the position of any person or object is defined in relation to oneself. "You are close to me"; "That chair is far from me".

b. Objective localization - positioning objects in space in relation to one another. "The book is on the desk"; "He is standing behind her".

Perception: Has two forms:

a. Globular form - overall perception of one object without viewing its details and without understanding how the object is put together. This type of perception precedes the more complete and accurate "integrated form".

b. Integrated form - detailed and accurate perception of an object, including awareness of how the parts of the object go together to make a complete whole.

Perceptual Skills: Are techniques of seeing and understanding, most of which are learned rather than innate, can therefore be taught.

Perceptual Training: Process of educating people, most particularly children, in learning to see things accurately, rapidly and completely.

Rhythm: When figure-ground for form is encountered in dimension of time. Rhythm is important in kinesthetic and tactu al problems since much of the information which we obtain from the senses is aided and militated to establish and maintain rhythm relationship. In the auditory field, information is kept classified and organized through the imposition of rhythm upon auditory stimuli.

a. Teach him to respond physically to an auditory signal.
b. Simple rhythms (clapping, marching).
c. Respond to outside rhythm (gravity): jumping
balance boards
balance beams

Perception: (from Smith & DeChant) Is a form of behavior that results in an organization of incoming sensory data. Perception has biological predeterminants, but its personalized characteristics are due in great part to this individual's past experiences.

Perceptual-Motor: progression from general ---- specific
from gross to refined control

Ex: baby - movement starts at head and goes to the foot. It is said to be global. Under influence of maturation and learning, more specific responses arise out of generalized, undifferentiated movement.

IV Suggestions for Training
Visual - Auditory - Tactile - Kinesthetic - Motor

The Peabody, Slingerland, Frostig and Noble and Noble programs are consid the basis of the transition class "readiness for learning" curriculum. The co sequence for developing visual, auditory and motor skills at this level is ver well presented by these materials. The following suggestions supplement these basic programs and have been gathered, adapted, or created by some of the Framingham transition teachers.

Manipulative materials are essential because most of these children live in a three dimensional world only and hope to be led through demonstration and by "doing" to an understanding of the two dimensional world of reading, writing, spelling and arithmetic. In training visual skills children must be taught to observe, recognize and understand what they see before they can be expected to remember and adapt and reproduce it. Visual perception training involves the use of a variety of manipulative materials such as blocks, puzzles, pegboards etc. These are used to help the child recognize familiar visual stimuli, discriminate between similar stimuli, notice missing parts, identify the whole when only part is seen and perceive the constancy of a form despite differences in color, size or position. Children are taught to remember the visual sequences of objects. Relationships such as larger, smaller; closer, farther; above, below; back, front; heavier, lighter; empty, full; fast, slow; top, bottom and tall, short are demonstrated and acted out through the use of real objects and their own bodies. These concepts are established before the two dimentional skills of vertical and horizontal lines on paper, or top to bottom and left and right on paper are introduced. These visual discrimination skills will facilitate the learning and reproduction of the letters and aid in avoiding discrimination problems of height, inversion, reversal and confusion of interior design in the visual motor skills of reading and writing.

In training the auditory skills it is necessary to involve the children as completely as possible and to start with the most basic non-verbal skills before moving to verbal or symbolic learning. Children are taught to listen to sounds, to recognize familiar everyday sounds, to reproduce them as accurately as possible, to locate their origin, to differentiate between similar sounds, to remember the sequence of sounds and to reproduce the sequence of sounds. Before moving into the sounds of language a child can be taught the concepts of the difference between the "name" of an object and the "sound" of an object as well as the "beginning" of a sound and the "end" of a sound. Auditory language training then proceeds with learning to listen to letter and word sounds, to recognize them, to discriminate between similar sounds, to locate beginning, middle and ending sounds and to remember a sequence of sounds.

Although beginning training of the skills uses only one modality (visual-visual, auditory-auditory) training quickly becomes inter-sensory because of the manipulative materials used and the three dimensional involvement of the child. The PLDK which stresses overall oral language and verbal intelligence training through the three key sense modalities of sight, hearing and touch is a valuable tool in early training. Indeed all of these programs were chosen because of their well planned sequence and inter-sensory approach. The majority of suggestions gathered are concerned with auditory training and language development - considered the most important of any training in the transition class.

VISUAL DISCRIMINATION AND VISUAL MOTOR ACTIVITIES

TEST I - EYE - MOTOR COORDINATION

(Condensed from the Frostig Manual)

A. Results of Disability

1. General Clumsiness
2. Difficulty in learning to write
3. Difficulty in cutting and pasting
4. Development of poor self-concept because of failure to meet expectations of parents, teachers, and peers, which is likely to lead to a disturbed relationship with adults and children.

B. Suggestions for Training

1. Physical exercises

   a. catching and throwing
   b. running, jumping, hopping, skipping
   c. balancing skills (standing on tip-toe, one foot, etc.)

2. Fine motor coordination

   a. cutting - first a fringe, then following curves, angles and the combination of both.
   b. placing and pasting - the child might be asked to choose the shape from a box of cut-outs that corresponds to an outline on his paper. Accurate pasting should follow.
   c. tracing and coloring - child should trace, then color shapes that gradually increase in complexity.

3. Everyday activities

   a. buttoning, lacing, tying, opening and closing snaps and zippers, using simple tools should be practiced by all children having difficulty performing these activities.

TEST II - FIGURE - GROUND PERCEPTION

A. Results of Disability

1. Appears inattentive and disorganized

   a. attention tends to jump to any stimulus or unable to shift from a particular stimulus (stimulus bound)

2. Unable to find place on a page, word in a dictionary

3. May be unable to solve familiar problems if presented on a crowded page

B. Suggestions for Training

1. Discriminating objects in a room

   a. ask child to point out categories of objects which you call for - things that are round red things, etc. Then require they pick out a specific object such as a particular book, picture, etc.
   b. finding objects that are different - a large block among small ones, a square button in a box of round ones, etc.

2. Sorting

   a. have objects of two or more types together and require them to be sorted - objects can be sorted according to size, color, texture, shape - the more variables the more difficult the exercise.

3. Shifting attention

   a. have child pick out a particular object you name from a box containing many different objects - differences between the objects in the box should gradually become minimal.

4. Everyday activities

   a. point out particular things - "Do you see the white house?", etc.
   b. ask child to pick out particular can from shelf, sort knives and forks into proper places, sort clothing into drawers
   c. model-making or other games which require working from a plan are particularly helpful.

TEST III - FORM CONSTANCY

A. Results of Disability

1. May be unable to recognize a particular number, letter, or word when it is presented in a form or context different from the one initially learned.

2. Well-known word or symbol may appear new if color or size is changed.

B. Suggestions for Training

1. Finding the same size

   a. Give child object such as stick, disk, etc. Have other objects of same shape but different sizes at varying distances from child. Child should identify those objects that are the same size as the one he holds.

2. Different sizes

   a. Learn to identify the larger of a pair of items. Objects should vary only in height, width or depth.

3. Sorting according to size

   a. Start with three objects. Teach big, medium size, small. Add to range of sizes gradually and have child sort in order of size.

4. Finding the same shape

   a. Show a geometrical form and ask child to identify similar shapes in room. Teacher may make some of less common shapes, i.e. diamonds, simi-circles, hexagons, and place them around room.

5. Sorting according to shape

   a. Objects of primary shapes - squares, round, triangular - should be used to teach recognition of square, round, and triangular planes. Child may be given many objects of two distinctive shapes and required to sort them by shape. Gradually add shapes that require finer discrimination.

6. Exercise with two and three Dimensional Planes

   a. Have child match various size and shape blocks with pictures or drawings of those sizes and shapes.

   b. Make simple structures from blocks and have children find corresponding picture. Reverse procedure and working from the picture have the children build the structure.

TEXT IV - POSITION IN SPACE

A. Results of Disabilities

1. Visual world is distorted - clumsy and hesitant in his movements

2. Difficulty in understanding words, designating spatial position - up, down, left, right, in, out, etc.

3. Words, numbers, letters, phrases appear distorted and confusing

4. Reversals and inversions of letters, numbers, and words are apparent

B. Suggestions for Training

1. Learning to locate and name parts of body

2. Learning to associate directional body movements with the drawing of lines - using the chalkboard first to learn that drawing a line up is away from the body, down is towards the body, etc. Drawing on paper is gradually introduced.

3. Relationship of body to other objects

   a. Climb on a chair, jump over a block, crawl under a table, etc. This can be done in form of an obstacle race. At times the children should say what they are doing as they do it so that words and actions are associated.

4. Differentiating left from right

   a. Children can match their hand to picture of a hand in various positions - also done with feet.

   b. Games involving right and left hands and feet may be played.

5. Children may copy placement of squares or other shapes. At first have the sides horizontal and vertical; then have them turned around on a corner like a diamond.

6. Block patterns may be copied beginning with two blocks and increasing the number.

TEST V - SPATIAL RELATIONSHIPS

A. Results of Disability

1. May be unable to perceive the proper sequences of letters in a word.

2. Unable to remember the sequence of processes involved in solving arithmetic problems.

B. Suggestions for training

1. Copy pegboard patterns which are irregular in nature - one color may be used at first, then two and three.

2. Similar patterns using marbles may be copied.

3. Block patterns may be copied. It may be necessary to begin by actually demonstrating with the blocks and then using pictures or diagrams of the structures as the children gain skill.

Language Development Games

Vocabulary

Naming - Identifying single objects: Use three dimensional objects or pictures. If child is unable to express himself at all by saying "this is a ball", give him help by asking "Is this a ball or a cat?". Also when verbalization is difficult for child emphasize tactile approach: allow him to feel and handle object before he responds. Objects may be hidden and clues given for children to guess: let child hold object behind his back and touch it while clue is being given. Have children look around room and name as many objects as they can: then have each child name one object and tell what it is used for (a chair - you sit on it).

Identifying people and animals: Give clues and children will offer responses (e.g. He helps sick people get well: he is a doctor. He puts out fires: he is a fireman). Do the same type of activity only giving clues for animals. It may be necessary at first to show children a picture as well as give a clue.

Identifying Actions: Begin by using simple action pictures: a boy running. Ask child to tell you what the boy is doing. Child should be able to employ motor skills by performing the action as well as telling you he is running.

Developing familiarity with useful expressions:

Teach certain expected responses and requests: please, thank you, excuse me, etc. Best example is teacher's example. Be overly polite and children will respond to your example. Employ role-playing - present children with a specific situation which might demand they use some of these expressions. Assign roles.

Developing meaning of spatial vocabulary:

Prepositions:

Teacher will give direction: "Put the pencil on the desk" child will perform activity and respond "I put the pencil on the desk."
Children should be given a chance to use motor activity whenever possible. Frostig suggests use of an "obstacle course". This may be set up in the room: as children go through the course they verbalize what they are doing - "I am going under the table" "I am going over the chair" "I am walking around the desk," etc.

Adjectives:

Find objects and pictures that lend themselves to use of adjectives. Concrete objects are best used first. Show two like objects that contrast greatly in some way (big, little heavy light). Let children handle them and offer words to show the differences between them. This tactile approach is most effective if child cannot see object but only feel it.
Procede to use of contrasting pictures - e.g. pictures showing a young person and an old person. Bring out words that describe the people.
Color words should be incornorated here if necessary.
Poetry reading and music are valuable here. Expose child to both and try to elicit words to describe how the music or poetry make you feel.

Distinguishing Singular and Plural:

Have a group of objects (pencils). Ask child to show what we mean when we say pencil and then what we mean when we say pencils. He should respond by picking up one pencil and saying "this is one pencil or a pencil"; then "these are pencils, these are two pencils, these are some pencils".

Also you may show action pictures of several objects, anim[illegible] children in order to develop agreement between plural sub[illegible]nd their verbs (e.g. what do you see in this picture? "I se[illegible]e boys." "What are they doing?" "They are running."

Classifying:

Begin with great contrast of categories. Set up key pictures: a person, an animal, a piece of fruit. Hand each child several pictures. He must hold up one picture, tell what it is (this is a nurse, she is a person) and then child places it in pile where people are.

Next activity would be to display several like pictures, house, school, church. Ask children for one word to describe all pictures (buildings). Then looking at pictures from left to right child should develop a sentence. "A house, a school, and a church are all buildings."

Story-Telling:

Select pictures which can tell a story. A good beginning is a picture with an element of surprise. Display on a bulletin board a picture such as one with a child with a definite expression on his face due to something he sees or is doing. Cover that part of picture which has caused the expression; allow children to look at it during the day so they may surmise what has happened. Call the group together when all have had ample time to see it and let them tell their story of wha they think has happened. At end of discussion expose the entire picture.

Using just one good picture, the teacher should structure questions that would elicit as much detail as possible from child. Avoid saying "Tell me all you can about this picture". Only when a child is answering questions freely and easily is he ready to talk about a picture on his own. Try to use pictures at first that the child can relate to from his own experiences.

Many creative writing activities that you may have tried or are familiar with can be adapted to oral language development - e.g. What makes you happy? Trouble is _____; Happiness is _____.

As language development begins to increase with your class introduce sequencing of stories. Present several pictures to be placed in order. As the child is able to place pictures in sequential order he should be verbalizing a story to explain why they are in such order. This type of picture story sequence can be found in readiness books.

The Tape Recorder

It is useful in allowing children to self-evaluate their own, and to evaluate each other's speech patterns. This should be done in a casual, comfortable and incidental fashion.

The recorder can be very stimulating particularly in role playing activities. Children will enjoy pretending they are actors. Many shy children may find it easier to talk into a recorder than to talk before their peers.

Teachers or parents could make tapes of good children's literature that children could listen to independently while looking at the book. Listening to his own voice on a recorder gives the child a good self-image similar to that of his looking at himself in a mirror.

The Speech Teacher

A great help to teachers in preparing a good language development program can be the speech teacher. It would be well worth it to have a thirty minute speech lesson each week in your classroom. In this way the speech teacher can get to know the class and acquaint herself with any real problems which need individual attention. After several months of lessons with the speech teacher the class should be on their way toward a good language development program and those who have been diagnosed as having specific problems can be worked with individually.

Such a program was initiated at Hemenway.

Auditory Training

Recognition of sounds

A. Animal sounds
   1. Identify animal which makes the sound
      a. Baa - sheep, ect.
   2. Ability to repeat sound
   3. Ability to pantomime sound
   4. Ability to draw or make (clay) animal after hearing sound

B. Classroom sounds
   1. Identification of common classroom sounds
      a. Children shut eyes - teacher claps, turns on water, whistles, etc.
   2. Ability to repeat what teacher has done
      a. Children shut eyes - teacher snaps finger - calls on child to do what she did
   3. Ability to draw what has been done
      a. Children shut eyes - teacher closes door - children draw what she has done

C. Other sounds
   1. Home sounds - telephone, baby crying, etc.
   2. Outside sounds - cars, trucks, wind, rain
   3. Voices - identification of children by voice alone
      a. Doggie and the bone - A child is chosen to be the doggie. He sits facing a wall and closes his eyes. An object (eraser, block, etc.) is placed behind chair. Point to another youngster who quietly goes up and takes object and says "Bow-wow" or any short sentence and returns to desk with object. "Doggie" has to guess who took his bone.
      b. Records can be used to provide many sounds

      In each case children should be able to say what made the sound, repeat the sound, imitate the sound and make a picture of what made the sound.

D. Recognition of letter names
   1. Hear it - repeat it
      a. "The name of this letter is "B". - child repeats
   2. Hear it - find or show it
      a. Teacher may have alphabet or flash cards around room and say "B" - Children try to find as many "B's" as they can. (Alphabet cookies would be good)
   3. Hear it - act it out
      a. Child makes himself into a "T" (May be done with partners)
   4. Hear it - make it
      a. Use clay, pipe cleaners, tooth picks, M&M's, raising, etc. to form letters on desk
   5. Write letter on paper

E. Recognition of letter sounds
   1. Use picture cards of words beginning with same sound (moon, monkey, mother). Then have children identify other picture cards which have the same sound. (Peabody pictures are excellent)
   2. Without picture clues have children supply words that begin with same sound
   3. Identify letter with its sound - "M" makes the sound you hear at the beginning of mitten, etc. "When I say a word that begins with the sound of "M" put your hand on your head."
   4. Write the letter that makes the beginning sound (use board, picture, etc.)
   5. Follow same format with ending and medial sounds

II. Localization of sounds (Must know concept of direction - front, back etc.)
A. Where did sound come from
1. Children put heads on desks - Teacher says "hello" from front, back, side of room - children tell where she was - children take turns doing this
2. Bell, bracelet or music box - one child takes bracelet to desk, then jingles it and puts it in his desk - other children then try to identify who has the bells (spread desks out)
B. Teach beginning, middle, end in relationship to room
1. Have all children face front of room. Designate the left (for them) side of the room as the beginning, the center as the middle, and the right side as the end. Children respond to your direction by walking, tip toeing etc. to the appropriate place. After they are familiar with the words, have them point with their writing hand to the correct place. This should involve moving arm across body for "beginning" (or for "end" for left-handed children.)
C. Where do you hear the "M" in mother, hammer, clam? Beginning - middle-end?
1. Children may go to appropriate place
2. Children may point to appropriate place
3. Children may write letter in appropriate place (Use paper folded in three or three widely spaced lines ------ ------ ------

III. Discrimination of sounds
A. Loud - soft) sing notes - piano - harmonica - bells etc.
High - low)
Near - far - records
Fast - slow - records - running fast, slow, clapping fast, slow
B. Patterns
1. Hear it - repeat and say it
a. Teacher claps 1 - 2 - 1
Child claps same pattern and says 1 - 2 - 1 as he claps
b. Begin with very short patterns using clapping, tapping foot, pencil - children repeat your pattern and say it.
2. Hear it - do it Do not say it.
a. Same as above
C. Rhythm patterns
1. Using music with strong beat, children might stamp on accented note, use rhythm instruments etc.
2. Rhythm movements
a. Skip twice, hop twice
b. Two steps to the right, one to the left - It is helpful to say it as you do it.
c. Dancing patterns - Hokey-pokey, Mexican Hat Dance, etc.
D. Alike - Different
1. Animal sounds
a. Two "Moo", one Bow Wow
Were they the same?
Which one was different? Which were the same?
b. Hear sounds - repeat - Child says two moos, one bow wow
Hear sounds - draw it - Child draws two cows, one dog

2. Letters
   a. A - A - B
      Which is different? Which were the same?
      Come to board - write letter which was different
      Do on paper
3. Words
   a. fun, silly, sandwich, pumpkin
      Which is different - why?
      Draw picture of different one
      Write letter name of ones which were the same or different
   b. On worksheet have rows of words - Teacher reads row - children circle each word that begins like "cat". Ex. monkey, cake, salad, cup

E. Rhyming Words
1. Nursery rhymes
   a. Use familiar ones - as teacher says it, she omits rhyming words - Children supply correct word
2. Two line rhyming sentences

   Mother will make
   A birthday (cake)
   Put on your coat
   And sail your (boat)

   a. Children may supply rhyming word orally first and then be able to draw a picture of rhyming word
3. Rhyming songs
   a. I'm a little teapot
4. Poems
   a. Rhyming stories (Dr. Seuss)
5. Rhyming words
   a. Draw or use picture cards of words which rhyme readily (hat, cake, bee, etc.) Child supplies another word that rhymes. Then children should be able to draw rhyming words. (May do as independent work).

IV. Oral Comprehension, Memory Training, Following Directions, etc.

A. Animal sounds

1. Hear it - do it (as acting out animal whose sound you've heard or commani to be a cat - child acts like a cat)

B. Following directions

1. Hear it - do it Following simple directions such as "Put your hands on your head". Then build to two directions to be followed in sequence. "Put your hands on your heads and look out the window" or "Hold up your yellow crayon and your red crayon." (It is often wise to have the children repeat the command after you have said it, and then do it - for example, Simon Says)

C. Tactile motor response - teacher gives oral directions pertaining to tactile motor response

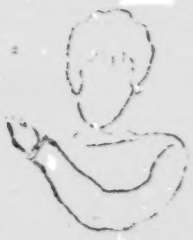
1. Put out 3 yellow beads, 2 red beads, 3 blue beads
2. Put 3 green sticks at the top of the desk; put 2 blue sticks in the middle of the desk
3. With clay, make one large ball and two small balls
4. Children have work sheets. Teacher gives oral directions - children follow directions - i.e. circle the first picture, put an "x" on the next picture, put a line under the next picture etc. Give directions one at a time to be followed one by one.
5. Children have work sheets - Two directions are given to be remembered and followed. Circle all the pictures in the top row. Put an "x" on all the pictures in the bottom row, etc. Children follow directions on paper. Make a big tree. Make two children standing near the tree.

Auditory Discrimination

This development and sequence of auditory discrimination is credited to Dr. Lydia Duggins of the University of Bridgeport, Bridgeport, Connecticut. It has proven itself an excellent VAKT exercise in reinforcing vowel sounds.

Locational Skills - many children have difficulty with both reading and spelling because they do not hear or see sounds in their proper sequence. The following sequence of activities is designed to establish left to right progression as well as the ability to locate a given sound in a word accurately. Initial work with the locational skills should involve the entire class.

1. All children should be facing the teacher. She asks the children to hold up the hand which each one uses when he writes or draws with crayon. The other hand should be tucked behind his body. The teacher asks the children to imitate her in locating beginning, middle and end positions. Beginning is on the left side, end on the right side and middle is in line with the nose. Have a target for each position such as the windows on the left and the door on the right. The child's nose is "middle". Move the hand to the left, middle, or right to indicate beginning, middle and end positions.



Teacher facing class

Beginning Middle End

Note: The teacher is facing the children and it is important that she reverse her direction signals. That is, she moves her hand from right to left while the children move their hands from left to right.

Some children will understand this concept the first day, others may take several days longer to master it. Small group work may be done with those children who persist in confusing these three locations.

2. To further reinforce this locational concept, the teacher uses a number of three-word sentences, such as:

   Mary likes cake.
   John can run.
   Susan is here.

   At the same time that she is giving the sentence, the teacher is also using the directional hand pattern of beginning, middle, and end. The children repeat the sentence using the same hand motions. Repeat the sentence two or three times with the children. The children should repeat the sentence twice following the teacher's model.

   Then the teacher says, "Show me where "Mary" is. That's right - at the beginning. Where is "cake"? That's right - at the end. What is in the middle?"

3. When the children are adept in locating beginning, middle, and end of a three-word sentence, the teacher draws three lines on the board.

   Example: _____ _____ _____

   Ask the child to come to the board and make some kind of mark to indicate location of a word in a three-word sentence. This is the beginning of getting the child to transfer this knowledge of physical location to a symbolic representation.

Long Vowels

1. When the child has mastered this symbolic transfer he is now ready to locate long vowel sounds in a word. For this next step the teacher tells him that words have parts too and that some letters say their own names in words. These letters are vowels and their names are a, e, i, o, and u. They are important because if we didn't have them, we couldn't talk. The teacher might say, "Let me show you what it would sound like to try to talk without them." She may illustrate by showing the children how difficult it would be to talk using only consonants.

   Example: Try to pronounce mflns (m, f, l, n, and s) in succession. Now look what happens when we add one of these letters which says its name: mi, fa, lu, no, se.

2. The teacher selects the vowel "o" and writes it on the board. "Today we are going to listen for the "o" sound in words. It may be at the beginning, middle, or end." (The middle should be the last location established.) "You are to listen with your ears and show me with your hands." (At no time is the teacher to write the word for the children to see. This training is auditory only. The teacher is to use the direction hand pattern as she asks the question - "Where do you hear the "o" in oat?"

Some appropriate words such as the following may be used:

Beginning	End	Middle
1. old	1. glow	1. boat
2. oat	2. blow	2. goat
3. own	3. hoe	3. vote
4. oak	4. slow	4. hole
5. ode	5. so	5. home
6. owe	6. throw	6. rope
7. okra	7. flow	7. lobe
8. opal	8. go	8. rose
9. ogre	9. grow	9. joke

3. The teacher shows the children how to shape the vowel "o" with their fingers and tells them that the "o" sound is made by this vowel. Drill with words containing the long "o" sound until the children master identifying the vowel sound with the hand signal.

4. The teacher draws three horizontal lines on the chalkboard and again asks. "Where do you hear the "o" in oak?" Following the children's hand signal for direction (location), the teacher writes the "o" in the correct slow.

   Example: ō _____ _____

   She marks it as a long vowel with the macron and says "When a vowel says its name in a word, we put this kind of a mark over it." Once she has established the pattern, she asks individual children to come up to the chalkboard and write the "o" in its proper position, marking it as a long vowel.

5. The teacher uses the same sequence as given above for teaching all of the long vowel sounds. The hand signal for the vowels are formed as follows:

   1. "o" - make a circle with the index finger and thumb.

   2. "i" - hold an index finger straight up or point to the eye.

   3. "a" - make a circle with the left hand fingers and hold the index finger of the right hand straight up. Move the left hand up against the index finger of the right hand.

   4. "e" - make an "e" shape with the left hand and cut it in half with the index finger of the right hand.

   5. "u" - shape with the thumb and index finger of either hand.

6. The teacher uses the same pattern as established above, i,e.:

Q. Where is the "e" in eat? (Children respond with hand location signals.)

A. Children point to beginning with their writing hands.

Q. What vowel says its name in eat?

A. The children form an "e" with their hands.

Q. How do we mark it when it says its name in eat?

A. The children locate the vowel on the correct line on the chalkboard, make an "e" on this line and mark it with a macron above it.

The following list of words may be used to review the location and identification of long vowels by having the children respond with the proper locational signal and identification hand signal:

show	mope	ode	joke
mice	pike	shy	site
pay	mate	ace	page
heat	she	keel	beat
cute	cube	chew	dues

Complete mastery of one vowel is not necessary before proceeding to the next one. In fact, it is better now to isolate a troublesome vowel for drill but to include it for review along with other vowels learned so that the entire pattern is learned as a whole. The following sequence needs to be used in teaching the long vowels ō, ī, ā, ē and ū. Worksheets are included in this program to be used after the intensive teaching of locating and identifying auditorily has been done. These worksheets are designed more for use as a diagnostic tool to enable the teacher to determine which youngsters need additional help. Also, these worksheets are suggestions only and it is hoped that each teacher will feel free to modify them to fit the needs of her particular youngsters as well as to develop original worksheets of her own.

Short Vowels

After teaching the above sequence for the long vowels, the children are now ready to begin listening for the short vowel sounds. Again, begin with location of the vowel sounds. The children are to listen and to locate the short vowel sounds before they are to identify them. The time spent on the location of the short vowel sounds will vary depending upon how well the children transfer the locational skill learned for the long vowel sounds. Each teacher needs to diagnose the needs of her own group and teach them accordingly. The location of short vowel sounds may possibly take only ten minutes of a lesson and then a five minute period for identification of short vowel sounds.

1. The teacher asks the children to locate the short vowel sounds by responding with the directional hand signals for beginning and middle. (Please note that with the short vowel sounds, the short vowel will occur at the beginning or middle of a word but not at the end.) The directional hand signals are described on page 27.

   Example: Q. Where is the "ĕ" in egg?
   A. Child points to beginning with writing hand.

   Suggested words to use for locating short vowels:

ă	ĕ	ĭ	ŏ	ŭ
at	elf	ink	on	under
ask	Ed	pin	sock	tub
mat	tent	mitt	pot	stump
apple	leg	fish	odd	sun
am	fence	it	log	nut
hat	sled	bill	hop	up
add	nest	fig	rock	fuss
mask	elk	inch	ox	plum
ax	pen	dish	stop	us
fast	hen	ill	fog	run
ant	egg	is	cot	drum
fan	test	mink	don	uncle

2. When the children have mastered the technique of locating the short vowel sounds, use the technique of the "Ed story" to teach them the actual sound and its name. (This technique has been developed by Dr. Lydia Duggins at the University of Bridgeport.) The "Ed Story" is particularly effective because it involves visual and body imagery in making a memory pattern.

   A. The teacher using her own ingenuity introduces the short vowel by telling the children a story about a little boy named Ed. The key words she emphasizes are Ed, in, at, on and under. The story might go as follows:

   "I'm going to tell you about a little boy named Ed. This is his first day of school. When he comes into the classroom, the teacher says to him, 'Ed, I would like to see you at your chair." But she's busy with the other children. When she turns around, there is Ed on the chair. The teacher knows this isn't safe for Ed, so she says, 'Ed, get down immediately and get in your chair.'

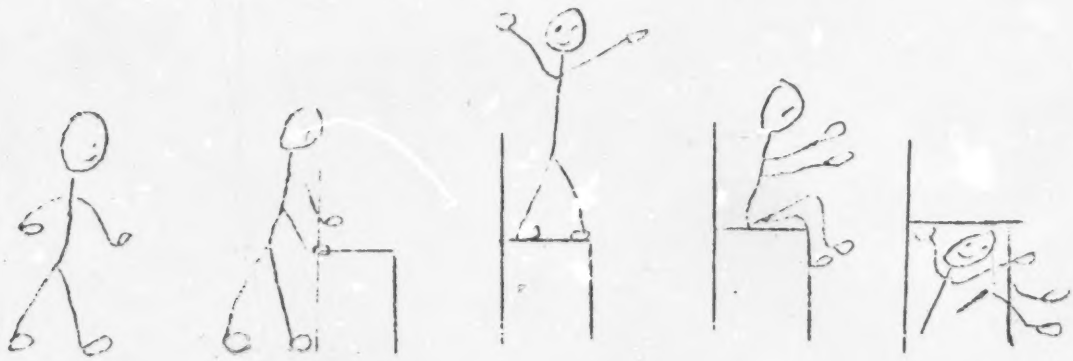
   Ed sits there a while but he's a terrible wiggler and the next time the teacher turns around, where do you think Ed is? Right! He's under the chair."

   Note: The teacher may position herself in relation to a chair as she tells the story and comes to each of the underlined key words.

B. The children are now ready to play the Ed game. Explain to them that it is not safe for them to stand on the chair and that they cannot get under the chair, so you are going to change that a little bit. When it is time for Ed to get on the chair, they are to kneel on it and when it is time for Ed to get under the chair, they are simply to crouch down behind their chairs. Have the child obey the instructions of sit in the chair, kneel on the chair, stand at the chair, and get under the chair. For Ed the child points to himself. Repeat these instructions several times until the child obeys them very quickly.

C. Next, draw four chairs on the chalkboard. The teacher goes through the same routine and gives the same instructions while the pupil draws a stick man in the proper place to illustrate each one of the key words.

Example:



ED at on in under

D. Now the teacher gives no oral commands, but puts the vowels under the picture of each chair while the pupil uses an x to mark the spot where Ed belongs. Repeat this step until the child meets with success. Don't isolate any troublesome vowel for the child but keep mixing them up until the troublesome one or ones become part of the familiar ones and the response is almost automatic.

E. The teacher then moves into the pure sound of the short vowels to which the children respond as above.

F. Next, the teacher adds the letter formation by hands as a response to the sound. See page 29 for the formation of the vowels by hand. Vary the sequence of presentation by:

1. Forming the letter with your fingers and asking the children to give the appropriate sound.

2. Draw the picture sequence without any captions and by pointing to any one, elicit the hand signal for the short vowel sound related to it.

3. Act out the key words yourself and have the children identify the vowel sound related to it by giving the correct hand signal.

4. Form the vowels with your hands and have the children give the correct motor response.

5. Give the vowel sound and have the children respond with the appropriate hand signal.

G. Give the children a list of words and ask them to identify the short vowel sounds using hand signals.

5. Review and reinforce the location and identification of the short vowel sounds by (1) giving the children words orally to respond to and (2) using the accompanying worksheets.

Teacher Made Materials

NUMBER READINESS
Cut out five clown faces. Give each one a big ruffled collar. On the ruffle paste different colored circles. Make five clown hats. On each hat put a numeral to correspond to the colored circles on the ruffle. Let the group put the hats on the right clown. This makes an interesting bulletin board that proves to be a game. As the group improves, the numerals can be changed.

BE A DETECTIVE
Let each child trace around his feet. Notice left and right. On each foot step place a numeral. In random order place the steps on the floor. Let the group follow the steps counting as they step.

TECHISTOSCOPE
Use 8X12 oak tag and fold lengthwise. On one side cut window. Now staple the open ends. Use a long sheet and at intervals write letters, numerals, words, etc. Now pull this strip through the folded scope and say the words as they appear.

PHONIC POCKETS
Use oilcloth (or heavy paper) 24" by 12". Fold up the bottom 5" and measure off the width into 6" pockets. You may sew these pockets into place. On 3 by 5 cards I pasted pictures and filled in a box. As we studied certain sounds, I'd tape letters to the pockets. Then the children could insert the pictures in the right pocket. By taping the letters these phonic pockets can be used for beginning, ending and vowel sounds. This device will lend itself to many independent activities.

TOUCH ? SURPRISE BAGS
Take a bag, box or container and put objects that are soft, sticky, hard, sharp, etc. Let a child put his hand in this bag and describe the object he has selected. He tells a friend about his object and lets him guess what he might have. Strive for complete sentences and questions when playing. The objects must be changed often. This is a good game for the children to play on their own when you are busy with a group.

FISHING
Cut fish shapes and on each put letters, words, number facts etc. Provide each shape with a clip so a magnetic fish pole can be used. Again this is a device that lends itself to independent play.

BEAN BAGS
Make up several in various shapes as squares, triangles, etc. Besides the usual throwing and catching, make up some new tricks as ---

1. Hands and feet on the floor and place bag on your back. Jump or shake to dislodge and see where it lands --- in front, under, on, by, etc.
2. Stand and put bag on toe. See how fast you can walk or run or hop and not lose the bag.

PATTERN BOARDS
Use a block of wood and put in 5 rows of nails, 5 to each row. The spacing should be at least an inch or over more. Now with rubber bands make up a pattern letting the child duplicate. One child could make up a pattern and then another copy his pattern. At first it is suggested a few bands are used. Color bands are used and this is an excellent way to get color recognition across.

CAN YOU BE?
Objects or pictures can be placed in a bag. A child selects one and without showing to the group, he acts the object out or if he cares to, he can describe it. I found the children brought in trucks, dolls monkeys toy indians, cowboys, etc. I would often sort out and use those that lended best to CAN YOU BE --. This was a good way to get dramatization off to a good start.

PHONIC BUCKETS
Get several bucks and on the front tape a letter that you are studying. Let the children bring in objects and place in the correct bucket. As the year goes along you can use these for vowel study. I find this an interesting game for the children to play on their own and they love bringing in objects.

HANG UP
Stretch a clothesline and hang doll clothes or children's clothes may be used. I used colored clothespins and again it is an easy and effective way for color recognition. The manipulation of the pins is good training too. We would talk of the first article hung, last, etc.
Another idea of the clothesline --- Use numeral cards from 1 to 10. Have each child hang the numeral on the line. He must estimate the approximate position on the line for the numeral.

Teacher Made Materials for Math Concepts

FIND THE BUNNY A TAIL
Cut out rabbits and put answers on them 1-10. Cut out many tails with equations on them. Put tails in an envelope and place rabbits and envelope on a bulletin board or flannel board. During free time children may go to board and select an equation from the envelope and pin the equation to the rabbit containing the correct answer. Rabbits should be checked by teacher or another child if answer key is made. Since it is easier to make the tails, it is best to put the equations on the tails so that you can make more combinations; if equations are placed on rabbits too much space would be needed for display.

FIND THE BEES A HIVE
Same procedure as the preceding device. Cut out hives and place answers on each hive. Cut out bees and place equations on bees.

V Interdisciplinary Approach
Transition Teacher, Music, Art and Physical Education Supervisors

Physical education, music and art supervisors can make extremely helpful contributions to the transition program. Often they schedule shorter and more frequent periods for the transition class. They are aware of the need for movement and involvement in learning. These supervisors can meet with transition teachers and coordinate programs to work simultaneously on needed concepts. For example, in their sight, sound or movement-oriented disciplines they can all work on:

Body image - identification of body parts
Laterality
Directionality
Spatial relationships
Listening - direction following
Sequencing
Movement in space
Self-expression
Discrimination of similarities and differences
Patterns
Imitation
Crossing the mid-line
Memory
Lengthening the attention span

ART ACTIVITIES

Transition Class Terminology

1. Laterality
2. Directionality
3. Gross Motor
4. Eye-Hand Coordination
5. Body Image
6. Spatial Perception
7. Perception
8. Perceptual Skills
9. Rhythm

These numbers are referred to in the various art activities.

Materials to be available in room

Paste and small individual paste cups - plastic
Tempera paint and plastic squeeze dispensers
Paper -
- Manilla 12 x 18, 18 x 24
- White vellum 12 x 18
- Newsprint 12 x 18
- Poster and construction paper 12 x 18

Newspapers
Smocks or aprons
Brushes
Easel - large
Sponges - for cleanup, painting, printing
Large cans for water - 2lb. coffee or from cafeteria
Paper towels
Plasticine clay
Crayons - each and extra colors

Sponge Printing - 1, 2, 3, 9

Small bits and pieces of sponge - different shapes
Water cups or plastic margarine tubs
Tempera paint in a few different colors
News print (or poster paper for extra color)

If each child has a color, he can change color by trading, either alone or through the intervention of the teacher. Stress the necessary repetition and the build up by the addition of shapes and colors.

Junk Printing - 1, 2, 3, 9

As above, but using assorted "junk" the children have brought in - potato mashers, styroform chunks, corks, spools, erasers, towel tubes - anything with an interesting texture and/or shape. The objects can be dipped into the paint, or the paint can be brushed on or a stamp pad made by saturating a few layers of felt. This lesson would probably follow the above lesson.

Repeat Designs - 1, 2, 3, 9

Colored paper)
Paste) or crayons
Manila - 6 x 18

The Manila is folded twice to create 4 rectangles 6 x $4\frac{1}{2}$. Then each of these areas is filled in exactly the same way. Either by drawing shapes and lines in each of the boxes or by folding a piece of colored paper twice and cutting the shapes (Not on the fold). These shapes are pasted in place - building up the design. The crayon lesson could precede the cut-paper one.

Scribbled Line Designs (A line "goes"for a walk) - 2, 3, 9

Manila paper
Crayons

Lines have motion as people do. A line can sleep, stand, dance, march, be dizzy, be angry, skip, run, etc.

Now make one line do many things -- a day in the life of a line - without lifting the crayon (dark color) from the surface of the paper. This should make shapes (when lines cross) which can be filled in with bright colors.

Lines (painting) - 2, 3, 9

Tempera paint in egg cartons
Water
Brushes
Large paper 12 x 18, 18 x 24

An early esson with paint, using different lines to cross the paper.

Roving Designs - 2, 3, 7

Cotton roving (heavy yarn)
Paste or vegetable glue
Oak tag (colored) or construction paper 9 x 12

Again use lines to make shapes and designs. The roving is glued down and can be filled in with more roving, torn tissue, etc.

Weaving - 1, 2, 3, 7

Construction paper, 9 x 12, can be pre-cut
Paper strips - pre-cut, 9" long and various widths

The first time weaving is attempted it may be easier on all concerned to have pre-cut the warp section on the paper cutter or by hand. The weft strips can also be cut.

This kind of weaving can be done by cutting up from the bottom of the paper, making the warp easier to handle.

Border Designs - 2, 3

Cut paper or
Crayons

Designs around an empty area - a frame effect.
A follow-up for the repeat design.

Pasting Rectangles - 3, 7

Pre-cut rectangles - construction paper
Paste
Manila 12 x 18
Crayons

An assortment of rectangles is offered to the children - each child beginning with 2 or 3. Discuss the places where we see rectangles in the room or outside, then the possibilities for the use of these we have. Additions are made with crayons, wheels, roofs, etc., to complete the picture.

Circle Animals - 3, 7

Pre-cut circles of various colors
Paste
Crayons or scraps of colored paper
Manila paper 12 x 18

Discuss the animals or parts of animals that can be made from circles. Details and parts not round are made from the scraps or crayons.

Painting, Snow - 3, 4, 6

Crayons
White Tempera in small cups
Construction paper, 12 x 18, grey or light blue, etc.
Brushes

This can be a gentle introduction or review of the use of the paint brush, especially when the children are excited about a storm in progress. Crayons are used first for the most of the picture and the "snow" added. More crayon and paint can be added. Don't allow too much time, or the entire paper will be white.

Painting - 3, 4, 5, 6, 7

Tempera paints
Egg cartons
Brushes
Coffee cans
Paper towels
Large paper
Newspapers
Smocks

The children can work in groups of 2 or 4, sharing the water can and egg carton holding the desired paints.

Clay Modeling - 3, 4, 5, 7

Plasticene clay
A desk top cleaner and sponge

Simple forms such as balls, coils, etc., can be put together to make animals and people after the initial stages of experimentation-pinching, rolling, twisting, flattening.

Clay Constructions - 3, 4, 7

Plasticene clay
Toothpicks, macaroni, etc.

More elaborate forms can be made if some strong and rigid parts are added to the clay.

Construction with Boxes - 3, 4, 7

Boxes of various sizes and shapes
Glue, masking tape, paint
Brushes, newspapers, scissors
Stapler

Boxes are cut into, put together and used to make large sculptures. They could become animals or buildings or stay non-representational. Paint covers the advertising and makes a more finished product.

Folding and Cutting - 3, 7

Snow flakes

Thin white paper in squares
Scissors

Paper is folded twice, then cuts are made into all sides taking care not to cut all of any fold. These can be put together to form a snowman or used on paper to make a design.

Valentines

Colored paper - white, pink, red, etc.
Scissors

The paper is folded, and the cutting is done starting near the bottom of the fold - "up a hill, around the corner and down the street". The heart shapes and the negative shapes left on the "scraps" can be used to make designs. They can also be combined with lacey snowflakes.

Stuffed Animals - 1, 3, 4, 7

Poster paper or brown wrapping paper
Scissors
Glue
Newspapers
Stapler

The paper is folded, or 2 sheets are stapled together to form the two sides of the animal. The animal is drawn and cut out: take care they stay together and remain alike - staple. Glue is applied to the edge of one of the animals, leaving a space free for stuffing. When the glue has dried, the animal is stuffed with newspapers torn small and crumpled up. The space is then closed, and the animal can be painted - crayon can be used instead before glue is applied or after it has dried (before stuffing).

3-D Paper - 3, 4, 5, 7

Paper
Paste
Scissors

Rolls or cylinders - these can become animals, people or machines.
Cones - hats, baskets, parts for a mobile.
Fringe - can be added to cones or rolls, for flowers.
Curls - parts of masks.
Boxes - folding and slashing - these can become baskets for Easter or May Day, or buildings.

Masks - 3, 5, 7

Paper bags
Scraps of colored papers
Paste
Scissors
Crayons

The children can help each other mark the eyes using a blunt crayon, then small pinches or folds are made so that the eyes can be cut easily. The nose and mouth could also be cut. A discussion of the parts of the head, including heads of animals robots, etc., would precede the cutting and pasting of these assorted parts.

Masks can be made from construction paper by slashing and overlapping in a few places. Staples hold better than paste for constant handling.

Hats - 3, 5, 7

Construction paper
Paste and scissors
Crepe paper - tissue paper
Staples

After the children have done some of the basic paper sculptures - folding, rolling, cones, slashing, etc., they could create wild and fanciful hats for spring. Urge them to make each one a "one of a kind" original.

Drawing - 3, 4 5, 6, 7

- Pussy willows
- Trees
- Animals
- Flowers, etc.

Using something they can see and feel, discuss the parts, textures, colors, etc., then allow them to draw these objects as they see them. Actually going outdoors to look and draw would be possible in the warm weather.

Figure Studies - 3, 4, 5, 6

Discuss the body and the size relationships of the parts of the body. Remember though that an emotional response is natural and valid.

Drawings, paintings and clay modeling can depict the human form.

Portraits - 1, 3, 4, 5, 6

A mirror will aid the memory in a self-portrait. Also mother and teacher could be drawn. A reproduction of a famous painting could be exciting: Medigliani, Van Gogh, Raphael, Renoir, Wyeth, Picasso, etc.

Texture Rubbings - 3, 7

Various and sundry surfaces - sandpaper, onion bags, screening, corrugated cardboard, perforated plastics, etc.
Peeled and broken crayons
Newsprint paper

This is a fun way of becoming aware of the changes in surfaces around us. Use the side of a crayon to pick up the quality of the surfaces on the paper. After the children have had a chance to experiment, they could make pictures or cut parts of the rubbings to use in designs.

Collage - 3, 7

Paste, scissors, papers, cloth scraps, string, buttons, cotton, cardboard, etc.
Manila, construction paper or cardboard for background

A collage is a "feeling" picture or design. The children can enjoy the textures of a variety of materials and then use them to put together an arrangement or picture.

Leaf Rubbings - 3, 7

Fresh flat leaves
Newsprint paper
Red, yellow and blue crayons - peeled and broken

When fall brings a riot of color, the children can begin to realize the possibility of color mixing by overlapping crayons in the primary colors. The shapes and textures of the leaves will come through if care is taken that the leaf and paper do not move.

Drawing to Music - 3, 9

Chalk or crayons
Paper

Music can stimulate mood which can be caught by using color, a rhythm which lines can duplicate, or an allover picture. This can be abstract or quite specific.

Story Illustration - 3, 4, 5, 7

Favorite stories or poems can provide the stimulation for paintings or drawings. From this could develop simple dramatics or stick puppets, masks, costumes, etc.

Stick Puppets - 1, 3, 4, 5

Oak tag
Depressors or other sticks - even strips of cardboard would do
Papers, cloth, scissors or
Manilla, crayons, scissors

Stick puppets are simple a figure or animal attached to a stick. The stage could be a desk the children can hide behind and hold the puppets above.

Torn Paper - 3, 4, 7

Trees - colored paper, paste

After a discussion of the fall colors and parts of the tree - roots, trunk, large and small branches, ask the children to tear the tree from the papers and paste the parts on another whole paper or large piece of mural paper for a group "woods".

Animals - colored paper, paste

Furry animals especially lend themselves to this treatment. Build up the animal by tearing its parts - body, head, legs, etc.

Tissue, torn - 3, 7

Red, yellow, blue, orange, green, purple tissue

Color mixing and blending can be shown, especially when light is used to do the blending (by pasting colors on tracing paper and then attaching them to the windows). Keep this free by not assigning a subject; call it an experiment or design.

Tissue, torn and crumpled - 3, 7

Pasting torn and crumpled tissue paper gives a rich texture that can be used in pictures or designs. Like the torn paper it suggests trees and furry animals but gives an added dimension. Could be combined with roving.

Printing - 1, 2, 3, 7, 9

Finger printing - paint
Vegetable printing - carrots, potatoes, onion, paint
Junk printing - junk, paint
Sponge printing - sponges, paint
Stencils - oak tag, chalk or paint and crayon
Spatter printing - tooth brushes, wire screen, paint, stencil

Finger Painting - 1, 2, 3, 7, 9

The paper is dipped in water and placed on a sheet of newspaper. Apply paint and work with hands and fingers - all parts. Rhythm and textures can be stressed.

Crayon Resist - 1, 2, 3, 4, 5, 6, 7, 8

Crayons, thinned tempera or water colors, large brushes or sponges

For night (Haloween, July 4th, Christmas Eve, etc.) or stormy weather (April showers) or designs with patterns. Remind the children to use the crayons with force to make a strong mark. Contrasting colors also - no black under black paint.

Crayon Graffite - 3, 4, 5, 6, 7

Crayons
Oak tag
Black paint

Use oak tag as basis - heavy brightly colored crayon on this - then black crayon or black tempera with small amount of liquid soap o r detergent added, so it will adhere. Dry, then scratch with various materials nails, scissors, combs, toothpicks, etc., to allow the colors to show through. Lines and textures or patterns are especially fitting.

Modeling - 3, 4, 5, 7

Newspaper
Wheat paste

Paper Mache - rolls of newspaper tapes - apply mache strips over this foundation or make a pulp of small bits of torn paper, water and paste.

Salt Mdeling - Animals, people, vegetables, fruits.

Physical Education Activities

Ball Handling

Skills

1. Individual

a. Bouncing and catching
   (1) Drop and catch a ball using two hands while in a stationary position.
   (2) Drop and catch a ball using one hand while in a stationary position.
   (3) Drop and catch a ball using two hands while walking.
   (4) Drop and catch a ball using one hand while walking.
   (5) Bounce a ball a consecutive number of times using two hands while in a stationary position.
   (6) Bounce a ball a consecutive number of times using preferred hand while in a stationary position.
   (7) Bounce a ball a consecutive number of times using less preferred hand while in a stationary position.

b. Rolling and stopping a ball.
   (1) Roll the ball against the wall using two hand underhand and retrieve.
   (2) Roll the ball against the wall using one hand underhand and retrieve.

c. Throwing and catching
   (1) Throw ball up into air and catch before letting it bounce using two hand underhand.
   (2) Throw ball up into air and catch after letting it bounce once using two hand underhand.
   (3) Throw ball against the wall and catch before it hits the floor using two hand underhand.

2. With Partner

a. Handling and receiving
   (1) Hand ball to partner while facing partner.
   (2) Hand ball to partner with back to partner, over head.
   (3) Hand ball to partner with back to partner, through the legs.

b. Bouncing and catching
   (1) Bounce ball to partner so that he can catch it, using two hand push.

c. Throwing and catching
   (1) Toss ball to partner so that he can catch it before it bounces, using two handed underhand.
   (2) Receive ball from partner before ball bounces.
   (3) Toss ball to partner using both hands, underhand.
   (4) Toss ball to partner using one hand, underhand.

d. Rolling and stopping the ball
   (1) Roll the ball to a seated partner so that it passes between his feet using two hands.
   (2) Roll the ball to a seated partner so that it passes between his feet using one hand, underhand throw.

Balance Beam

Skills

1. Have child crawl under balance beam anyway he wants.
2. Have child stand on balance beam (four inch).
3. Move from one end of beam together and using a heel-toe type movement, stress one foot in front of the other.
4. Walk across using heel-toe movement with eyes fixed on an object at eye level so that child doesn't look at beam. (You may even ask them to close their eyes)
5. Walk across sideways using a shuttle step and back.
6. Walk backwards using a heel-toe movement.
7. Limit visual stimuli by keeping head up and then by closing eyes.

Balance Board

Skills

1. Have child stand with one foot on ground and one in middle of board.
2. Stand with both feet in middle of board holding hands.
3. Place feet on outer edge of board and hold hands.
4. Balance by himself with feet on outer edge of board.
5. Balance on board and have him flex at knees.
6. Turn 360 degrees while balancing on board.

Music - Rhythm Locomotive Movements

Skills

1. Using a small drum show differences between soft-light hits and hard-heavy hits. Walk to the "beat" of the drum (increase or decrease the number of beats per minute.)
2. Using the same type of rhythm - slow, fast, loud - soft - work the beats with the various type of locomotive movements. (Running, walking, hopping, skipping, jumping, galloping).

Incline Board

Skills

1. Using an incline board of about thirty degrees have child walk up and down the other side.
2. Have child walk up and down backwards.
3. Have child crawl up and down.
4. Roll down the incline.
5. With mat on board have the child start forward roll.
6. You can also place child on scooter in any manner he desires e.g. sitting, kneeling, etc., and have him slide down the incline and across gymnasium into a pile of mats.

Exploratory Movement (Using metal chairs)

Skills

1. Can you crawl under the chair? This would be a good first verbal request.
2. See if they can crawl under another way.
3. Crawl over one of the rungs and under the other.
4. Crawl over one of the rungs and come out one side.
5. Crawl over the seat and between the back of the chair and then onto the floor. (Later you may add a forward roll.)
6. Stand on seat of chair and see if you can jump off safely.
7. See if they can jump over top of chair.

Frostig Exercises

Helping differentiate left from right.

1. Have person take off one shoe and sock. Have him determine what foot this is.
2. Walk around gymnasium floor, have him step heavily on bare foot.
3. Have him sit down and cross feet and ask him which foot is the bare foot. Why has it changed sides?
4. The same basic formula is arranged with a glove on one hand while the other hand remains bare.

BODY IMAGE - Body image is very important and knowing the parts of the body and the location. Also we found clapping to be important. Here we combine Body Image and position concept with work directions.

WITH BOTH HANDS CHILDREN TOUCH PARTS NAMED

Hands on head
Hands on shoulders
Hands on hips
Hands on knees
Hands on toes

CLAP HANDS

Above your head
In front of you
Behind your back
Behind your knees
To one side
To your other side
Under your knee
Under your other knee
Beside your ear
Beside your other ear

SPACE CONCEPTS AND MOVEMENT - Acquainting children with space concepts and how they may move their bodies in space is important and interesting to both pupil and teacher. Later the children may be given the free choice of solving the problems presented by the teacher in any way they desire and all answers are right answers even though they are different answers. At the beginning of a Movement program they need help and security of not having to decide what to move, besides making the part of them move.

STRETCH WAY UP TALL
STOOP DOWN SHORT
STRETCH AGAIN
FOLD UP AND GET ONTO THE FLOOR
BE SMALL ON THE FLOOR
LIKE TURTLES IN THE SHELL
STRETCH YOUR HEAD
STRETCH OUT BOTH ARMS
STRETCH OUT BOTH LEGS
STRETCH OUT ALL OVER
BE LONG
ROLL OVER ONCE
ROLL BACK
PULL IN YOUR LEGS
PULL IN YOUR ARMS
PULL IN YOUR HEAD
PULL IN ALL OF YOU AND BE SMALL
MAKE YOURSELF INTO A BRIDGE
ALL STAND UP

WITHOUT MOVING YOUR FEET BUT MOVING YOUR ARMS

Swing - Forward and back (Rocking)
Sway - Side to side
Twist one way and then another
Pull down from over your head
(Two hands together - Hand over hand)
Pull up from your feet
(Two hands - Hand over hand)
Push away from you (again)
Swing a baseball bat

Quincy Public Schools
Physical Education Department

Gymnastic Unit

Tumbling

A. Skills
1. Back roll to
   a. back
   b. shoulders
   c. knees
2. Lateral Rolling (knees bent)
3. Frog Head Balance
4. Forward Shoulder Roll
5. Forward Roll
6. Donkey Kick
7. Wall Walk (stomach to wall)

(ALL OF THESE CAN BE MADE EASIER BY USING AN INCLINE BOARD AND HAVING STUDENTS USE GRAVITY IN THEIR ROLLS)

Rope Climbing

A. Skills
1. Foot lock
2. Climb to standing position from sitting position (and reverse)
3. Swing
4. Grip and hand
5. Climb (limited height)

Vaulting - (Swedish Box)

1. Stand up and jump off
2. Spin off (from prone position)
3. Knee side vault from top
   a. two hands
   b. one hand
4. Spins from jump off
5. Thigh rest to forward roll

Minitramp (Close supervision)

A. Skills

1. Spring up and down maintain control
2. Learn to stop by bending knees keeping body straight
3. Vault off and land on mat with knees flexed

Rope Skipping

A. Skills

a. Spin rope to one side of body (with both handles in one hand) repeat with other hand.
b. Hold handle of rope in either hand and make large loop in front of body. (Make sure rope hits the floor.)
c. As rope hits floor have student attempt to jump.
d. Put rope in back of body and make large loop over head and hit floor in front of body. (Repeat)
e. Place rope on floor and have students form a circle with their rope. Have them jump up and down keeping their legs straight. Have them jump out of the circle and then back.
f. Put both handles of rope in one hand and spin rope as in (a) but have them jump every time the rope hits the floor.
g. Place loop of rope behind student and have him make a large loop over his head and have him jump rope, with both legs straight, as the rope hits the floor. (Add one or more jumps if possible.)

Scooters (A one foot square board with coaster wheels at corners)

A. Skills

a. Place knees on scooter and pull body around by hands in alternate manner. (right hand then left)
b. Sit on scooter, push and pull body around floor by using alternate leg action.
c. Place stomach on scooter, crawl using opposite hand - opposite leg action. (cross patterning)
d. Place both hands on middle of scooter and push body around with power of leg drive.
e. Place both toes on scooter and get in push-up position. Pull or push body around by power from arms and chest. (Similar to wheelbarrow motion with partner.)
f. Place one foot in middle of scooter and push with other foot. (standing position)
g. Place both feet on scooter and with help from partner move around floor.

Crawling or Creeping

A. Skills

a. Using alternate hand and opposite leg action have student crawl down the length of several mats.
b. Add competition by having them race in this manner. (Make sure that they crawl in this cross pattern manner. Sometimes they will drag both legs together and pull with both arms at same time also.)

The following is a coordinated Body Image Unit presented to a Transition Class one week by the classroom teacher, music, physical education and art supervisors. Each reinforces the other's work.

Music

I. Echo songs are sung to develop directional and lateral concepts and to identify parts of the body. The following echo pattern is sung by the teacher and echoed by the students:

This is my left hand
This is my right hand
This is my left leg
This is my right leg
This is my middle
This is my back
This is my front
This is my topside
This is my bottomside
This is above
This is below

As echo is sung the body part is identified.

II. "Exercise Song", p. 8, Music For Young Americans (ABC Music Series) is sung with actions.

My head, my shoulders, my hips, my feet (3 times)
and we all clap hands together
My chin, my elbows, my knees, my toes (3 times)
and we all clap hands together

III. Ball Exercise (Gross motor exercise)

The ball is bounced to the student with the intent that the student will follow the ball with his eyes, then catch it with his hands. He then sings "thank you" and bounces the ball back. If the student does not catch the ball, the process is repeated until success is achieved.

IV. "My Little Puppy" is sung with actions.

Physical Education

PLACE: GYMNASIUM
EQUIPMENT NEEDED: ONE 8½ INCH RED RUBBER BALL FOR EACH CHILD

I. INTRODUCTION: BODY IMAGE DEFINITION: is a learned concept resulting from the observation of parts of the body and the different parts of the body to each other and external objects.

II. WARM UP: consists of basic movement of all body parts
1. Side straddle hop-leg motion only. (Jumping Jacks)
   a. Legs to side and then back to middle
2. Arm motion of side straddle hops.
   a. Arms from side to overhead and back to sides
3. Combination of above to complete entire side straddle hop movement
4. Hands on shoulders
   a. Extend arms to overhead (5 repetitions)
   b. Extend arms to the front (5 repetitions)
   c. Extend arms to side (5 repetitions)
   d. Extend arms overhead and open and close hands, go to the other two positions and do the same
   e. Extend arms overhead and to the other two positions and shake hands
5. Place both hands at the chest and in a sweeping movement abduct and adduct arms to sides and then back using pectoral (chest) muscles.
6. Hands on hips bending at waist
   a. Forward and back (legs straight)
   b. Side to side
   c. Twist side to side (keeping hips stationary)
7. Squat thrust (Pop Your Cannons) (5 repetitions)
8. Sit ups - legs flexed to prevent pull on lumbar area (7 repetitions)
9. Push ups (7 repetitions)

III. DEVELOPMENT OF THE CHILD'S KNOWLEDGE OF HIS BODY PARTS
Give each child an 8½ inch red ball and have them stand about three feet from a wall.
DIRECTIONS:
1. Place both hands on the ball and extend your elbows and put pressure on the ball by placing both legs as far to the rear as possible. (Demonstrate)
2. Face th the left (in direction of a stage or some other central object) and place the arm nearest the wall on the ball. Tell them this is their right hand.
   a. Reverse the direction and do the same with the left hand.
3. The rest of this part of the lesson plan merely consists of the child placing different parts of his body on the ball and leaning and bouncing on the ball.
   a. Forehead, nose, chin, chest, elbow (r&l), hip (r&l), backside, thigh (r&l), knee (r&l), foot (r&l)

IV. HAND-EYE COORDINATION AND BODY PARTS

ALL OF THE CHILDREN ARE ON THEIR KNEES WITH THEIR BACKS STRAIGHT AND THE BALL IN THEIR HANDS

Give the children the following directions:

1. Push the ball down to the floor with both hands and catch the ball on your finger tips and palms
2. Push ball down with one hand and squeeze ball with fingers as you push it down (squeeze ball as if it were an orange)
3. DIRECTIONS: "CAN YOU BOUNCE THE BALL WITH SOME OTHER PARTS OF YOUR BODY OTHER THAN YOUR HAND?"
   The children will most likely select the following:
   - head
   - chin
   - elbow
   - knee
   - forearm
   - foot and knee
4. Line the girls and boys up. Have one line at a time. Place their rubber ball in the box. Line up at the door.

Classroom Teacher

Name the body parts

The body parts are listed on experience paper starting with the head, neck, shoulders, arms (left and right), hands (left and right), trunk, legs (left and right) and feet (left and right).

Following the listing on the experience paper, the names of the body parts are re-emphasized by saying again and touching each part of the body.

A section of the blackboard is provided for each child and they are asked to draw a picture of themselves or any person.

The program is ended with the poem "ON MY HEAD"

On my head my hands I place;
Upon my shoulders, upon my face
At my hips and by my side:
And now behind me they will hide.

And now I raise my hands away up high
And let my fingers quickly fly.
I clap my hands, one-two-three
And see how quiet they can be.

Art

TOPIC - BODY IMAGE

MATERIALS
12 x 18 white paper
paste
magazine pictures (color) of heads, bodies, feet (pre-cut)

OBJECTIVES
1. Awareness and naming of body parts
2. Movement and coordination of body parts
3. Choosing and assembling real pictures from magazines
4. Quick, new experience and material for these children with short attention span
5. Correlation with other special teachers and classroom teacher to emphasize and re-state the function of this program for this class at this time.

METHODS
1. Introduction of life-size paper model of human figure (sample)
2. Questions to children about body parts and naming them while pointing to model and thelselves
3. Introduction of actual project we are to do with an example shown first
4. Magazine pictures divided into 3 groups (heads, bodies, feet)
5. Children told to choose one of each and put them together using paste on while paper (show them how to paste on back of picture then turning over on to paper)
6. Conclusion - going over class's work

VI Materials for the Transition Classroom

Essential list
Suggested list

Both an "essential" and a "general" list are included under materials. The "essential" list consists of materials the transition teachers feel they should have in the classroom for successful programing. The "general" list includes materials used throughout the transition classes but not necessarily contained in a sirgle classroom. All mentioned materials have been used and found valuable in the program.

Essential List

Manipulative materials, readiness, language, math, music and body image programs

I. As a group, the transition teachers feel that the manipulative materials are the most important aids in the classroom.

Clay
Blocks - small, large, wooden, plastic
Paints, chalk
Crayons, scissors, paper
Wooden puzzles
Plastic templates
Peg boards
Bean bags
Jump ropes
Balance boards
Walking beams
Balls
Puppets
Cuisenaire rods
Magnetic or wooden letters
Alphabet sorting trays
Kinder or Playskool Village
Games - Pick up Stix, Nimble, Play tiles, etc.
Toys - Matchbox series, doll house and dolls, etc.
Musical instruments
Tape recorders with blank tapes or casettes and listening stations are extremely valuable in the transition classroom.

II. Several programs have proven their value and are an excellent guide to the sequence of skills to be developed in an extended readiness program.

Peabody Language Kit Level I
TRY - Noble & Noble
Prerequisites of Beginning Reading Kit - Slingerland
Move, Grow, Learn - Frostig
Talking Time

The Peabody Kit is a well developed multi-sensory receptive and expressive language training program.

Try is a visual-motor and visual perception program. It contains manipulative material and workbooks.

Prerequisites of Beginning Reading is a manual that presents a series of games and exercises pertaining to speech practice, auditory, visual and kinesthetic recall and left-right orientation.

Move, Grow, Learn is an excellent manual of a structured presentation of concept development involving seeing, hearing, feeling and moving.

Many teachers have found the Frostig workbooks, Pictures and Patterns, or the exercise sheets to be valuable.

III. In addition to the above-named programs transition classes should have the readiness texts of the reading programs used in their schools. The Lippincott Readiness and Merrill Alphabet Book have been particularly good. The beginning books and workbooks of Merrill, Lippincott, SRA, and Palo Alto should also be available.

IV. Math Materials

Greater Cleveland Kindergarden and first grade programs are used when applicable
Cuisenaire rods and manual
Manipulative materials
Count a Ladder, Dominoes, etc.

V. Music

Records
Lummi sticks
Bells
Sound Boxes
Metallaphone
Ribbon Sticks

The following is a more general list of materials found in one or another of the transition classes and judged to be useful.

Math - Supplementary Materials -

Numberite	Judy Co.
Math puzzles	Judy Co.
Jumbo color dominoes	Judy Co.
Stepping Stones	
Quizmo	
Number Walking Line - 1-20	Diagger ETA
Magnetic Numerals - name and numeral	
Cuisinnaire rods	
Plain cube blocks	
Ten Frame	SRA
Giant Beaded Number Cards	
Count - a - ladder	
Math Readiness (for Flannel Board)	
Small Geometric Solids	Diagger ETA
#41 22 small wooden shapes	
Plastic Numerals	Diagger ETA
24 blue numerals	
Magnetic Math Kit	Diagger ETA
Numerals, signs, symbols	
Ten Frame Counting Disc	
Fraction Circles, etc.	

Pupil's Seatwork Charts - #285, Ideal School Supply Co., Oak Lawn, Illinois.
Spice - Educational Service Inc., Benton Harbor, Michigan.
Reading Games, Wagner & Hosier - Grade Teacher Publ., Teacher's Publ. Corp., Darien, Conn.
Listening Games, Wagner-Hosier-Blackman - Grade Teacher Publ. (same as above)
Phonics Workbook 1 & 2 - Daniel Reardon Pub. Co., Cleveland, Ohio.
Phonics is Fun, Book 1 & 2 (Louis Kroll) - Modern Curriculum Press, Berea, Ohio.
Learning Games Kit
"Phonics We Use - Lyons and Carnahan
William E. Lubold (representative)
254 Pleasant Street, Lunenberg, Mass.
Play Doh
Sandpaper letters
Pipe cleaners
SRA Satellite Kit - SRA, Chicago, Illinois
Beaded Letter - 1a -
Touch, Inc. (available at Hammetts)
Merrill Spirit Masters - Chas. E. Merrill Pub. Co., 1300 Alum Creek Drive, Columbus, Ohio 43216
Tachistoscope
Blend Wheels
Webster Word Wheels - McGraw Hill Book Co., Hightstown N.J.

Spalding Cards - Whiteside Inc., 425 Park Ave. South, N.Y., N.Y.
Quiet Pal Game - Ideal Company (available at Hammetts)
End in E Game - " " " : "
Space Relationship Cards - Milton Bradley Co. (Hammetts)
Classification Game - Instructo Activity Kit #1014
Instructo Products, Philadelphia, Pa. 19131
Sentence Builder Kit Gr. 1-3, Milton Bradley Co. (Hammetts)
Sight Phrase Cards (Dolch) - Garrard Pub. Co., Champaine, Illinois (Hammetts)
Group Sounding Game - Dolch (Hammetts)
Popper Word Cards 1 & 2 - Dolch (Hammetts)
Reading Readiness Picture Cards - Weber Costello Co., Chicago, Ill. (Hammetts)
Look Set 1
Hear Set 2
Tell Set 3
Basket of Toys - Beginning & Ending Sounds
Phonetic Reader - Educators Pub. Co., Cambridge, Mass.
Test Lessons in Primary Reading - McCall Hardy - Teachers College Press, N.Y.C.
Reader's Digest: 1-1, 1-2 Reader's Digest, Pleasantville, N.Y.

Language Arts - Supplementary Materials

Story Board	Houghton Mifflin
Ideal Charts	Ideal
Reading Readiness	
Rhyming objects	
Initial and final consonants	
Lotto games	
Matchettes	Judy Co.
See Quees	Judy Co.
Ready to Read Puzzle - Dolch	Milton Bradley
Classification games	Milton Bradley
Magnetic letters	Diagger ETA
60 caps	
100 lower case	
Beaded Alphabet	Milton Bradley
Pocket charts	
Plastic letters	Daigger Co.
#2304 vowels red, consonants blue	
I Want to Learn Program	Follett
Activity books	
Charts	
Guide	

Sounds Around Us, Scott Foresman
Auditory Training Album, Volta Bureau, Washington, D.C.
Headstart Book of Knowing and Naming, McGraw Hill Book Co.
Headstart Book of Thinking and Imagining, McGraw Hill Book Co.
Headstart Book of Looking and Listening, McGraw Hill Book Co.
Listening Games, Acadia Press, Scranton Pa.
Listening Aids through the Grades, Bureau of Publications, Teachers College, Columbia Univ., N.Y.
Teaching of Speaking and Listening in Elementary School, Volta Bureau, Washington, D.C.
Phonics in Listening, Speaking, Reading, Writing - Webster Div., McGraw Hill
Filmstrips for Practice in Phonetic Skils, Scott Foresman
Junior Phonic Rummy - Kenworthy Education Service Inc.

027 S		STUDY SKILLS COMMITTEE Library Skills For Fifth Graders Framingham School Department, 1974 Compiled By: Jim Hogan, Betty Towle, Judy Cohen, Joan Goldstein, Mary Douglas, Kay Sullivan

THE LIBRARY CAN HELP YOU MAKE BETTER REPORTS

1. Know how to use the parts of a book:

   Table of Contents, Index, Copyright date, Introduction
   Charts, Maps, Graphs, Tables.

2. Use the CARD CATALOG to find a book by Author - Title - Subject. Use a small slip of paper (a call slip) to write down title, author, call number so that you can easily locate the book on the shelf.

3. Know the main classes into which the DEWEY DECIMAL SYSTEM divides all non-fiction books:

   100 Philosophy
   200 Religion
   300 Social Science
   400 Language
   500 Science
   600 Useful Arts
   700 Fine Arts
   800 Literature
   900 History-Geography-Biography

4. Remember the FICTION SECTION may add items of interest to your report.

5. Use the REFERENCE SECTION:

   Atlas, Dictionary, Encyclopedia, World Almanac, Webster's Biographical Dictionary, Junior Book of Authors.

6. Check the PAMPHLET FILE for pictures and pamphlet material.

7. Make use of available NONBOOK MATERIAL:

   Magazines, newspapers, films, film strips, slides, recordings, tapes.

8. Ask the LIBRARIAN to help you find material you cannot find and also to suggest other possible sources.

9. Use your PUBLIC LIBRARY to find materials that we do not have.

10. Make BIBLIOGRAPHIES of your reference sources.

REVIEW OF PARTS OF A BOOK

To be covered:

TITLE PAGE	PREFACE
COPYRIGHT	GLOSSARY
PUBLISHER	FOREWORD
AUTHOR	DEDICATION PAGE
ILLUSTRATOR	BIBLIOGRAPHY
PLACE OF PUBLICATION	INTRODUCTION
COVER	TABLE OF CONTENTS
SPINE	APPENDIX
TITLE	HISTORY OF ILLUSTRATORS
	INDEX

I. LIBRARY SESSION

Review of Parts of a Book. Children work with individual books. Eye Gate captioned film strip "Parts Of A Book" is shown. Two activity sheets are used by students (Libraries are for Children Pg.19& 20)

II. CLASSROOM FOLLOW-UP

Material available on Title Pages

Title Pages	Study Skills	I	38-9
Table of Contents			40
Index			42
Book Parts		II	36
Glossary			38
Matching Quiz		III	29

The above material to be used at discretion of teacher, as needed.

III. REVIEW OF PARTS OF A BOOK

To be given to all students before moving on to another library session. Further work in Parts Of A Book Skills to be offered to children who are available through Librarian and Reading teacher

THIRD SESSION

CARD CATALOG

Material to be covered:

Author, Title and Subject Catalog Cards

I. LIBRARY SESSION

Card Catalog
Eye Gate Captioned Film Strip
Pages 31-33-34 of Libraries Are For Children - to be worked out in the group.
Sample sets of actual catalog cards used.
Handouts - Card Catalog Questions
Card-O-Log game available.

II. CLASSROOM FOLLOW-UP

Vicalog - a blown-up Catalog Card with acetate overlays available for Classroom use.

Study Skills - Book III - p. 31

Class or Individual Project on making a catalog. See suggestions of Elementary Librarians.

III. REVIEW OF CARD CATALOG

Follow up in the library.

Use of Activity cards related to catalog numbers.

Check Study Skills - Book II - p.45

To be given to all students before moving on to another library session. Further work in Card Catalog to be offered to children who are available through Librarian and Reading teacher.

FOURTH SESSION

REFERENCE TOOLS

Material to be covered:

Dictionary — Encyclopedia

Atlas — Almanacs

Guiness Book of Records

Other Reference Tools

I. LIBRARY SESSION

Explanation and Display of Types of Reference Materials

Film Strip - Using Reference Materials

Activity Sheet - Which Reference Shall I Use worked out orally with students during this session

II. CLASSROOM FOLLOW-UP

Contract assignment on Reference Tools to be fulfilled by students over a designated period.

III. REVIEW OF REFERENCE TOOLS

Study Skills - Book II - p.55 Library Word Puzzle

To be given to all students before moving on to another library session. Fifth Grade students will be asked to use multi-sources in their reports throughout the year. Further work in Reference Tools to be offered to children who are available through Librarian and Reading teacher.

MAKING A REPORT

CHOOSING A SUBJECT

1. Select a subject that is interesting and that you will enjoy.
2. Be sure there is available information. Consult your teacher and librarian.
3. Make sure your topic is not too broad.
   Example: Choose one phase of the Civil War rather than the entire war.

TAKING NOTES

1. Complete the reading of the article before you do any writing.
2. Go back over the material and carefully select the information that you wish to include in your report. Be sure you stick to your chosen topic.
3. When using the exact words of the author, copy the part exactly and write down the page from which the quote is taken. In writing your report, put these "Borrowed Words" in quotation marks.

MAKING AN ACCURATE BIBLIOGRAPHY

A BIBLIOGRAPHY is a selected list of books and other printed materials on a certain subject.

1. It is important that you include a list of the material you read at the end of your report.
2. It is important that your bibliography record for each item include:

   AUTHOR TITLE PLACE OF PUBLICATION

   COPYRIGHT DATE PAGES

3. Your bibliography must be in alphabetical order. It is a wise plan to keep your references on 3" x5" cards or slips of paper so you can easily arrange them in correct order. Write the information on the card in the order in which you will use it to make your bibliography entry. Use the back of the card for your reading notes.

Goetz,Delia
ISLAND OF THE OCEAN
New York
William Morrow and Company
1964
Pages 10-23

LIBRARY SKILLS

I. PARTS OF A BOOK

A. Study Skills for Information Retrieval
Barnes-Burgdorff-Allyn-Bacon, Inc.

1. Book I - pages 38-44
2. Book II - pages 36-39
3. Book III - pages 27-29

B. Duplicating Masters

1. Basic Library Skills
Polette-Milliken Publishing Co.
a., Pages 1a, 3a, 3b.

2. Practice in Library Skills
Instructor Publications, Inc.
a. pages 9, 10.

3. Library Skills
Downin - Continental Press, Inc.
a. Pages 1,2,3.

4. Libraries Are For Children
Taylor, Liebold, Fordham Publishing Co.
a, pages 19,20

C. Lesson For Self-Instruction In Basic Skills - Reference Skills
CTB, McGraw-Hill Book Company
a, Series A-B Lessons 5,21,28.38,33,51,41,47,52,59

b, Series C-D Lessons 86,82,88,84,127, 131, 133

II. FICTION-NON-FICTION

A. Study Skills for Information Retrieval
Barnes,Burgdorf-Allyn Bacon, Inc.

1. Book I - pages50, 55, 56, 57, 58, 59
2. Book II - pages 46,47,49,50,51,52

B. Duplicating Masters

1. Basic Library Skills
Polette-Milliken Publishing Co.
a, pages 4a, 7a, 7b, 8a, 8b, 8c, 9a, 9b.

2. Practice In Library Skills
Instructor Publications Inc.
a, pages 7, 8.

3. Library Skills
Downin - Continental Press
a, pages 4,5,6,7,8,9

4. Libraries Are For Children
Taylor, Liebold, Fordham Publishing Company
a, Pages 21, 22, 23, 24, 25, 40, 41, 42, 43, 44, 45

C. Library Skills
Beck-Pace - T. S. Dennison & Co.
Teacher's Manual and Workbook - Book II
"Using The Dewey Decimal System"

D. Lessons For Self Instruction In Basic Skills

a, Series A-B pages 61, 72, 78, 64
b, Series C-D pages 78,69,80

III CARD CATALOG

A. Study Skills For Informational Retrieval
Barnes, Burgdorf-Allyn Bacon, Inc.

1. Book I pages 51-61
2. Book II pages 43, 44, 45, 48,56,57

B. Duplicating Masters

1. Basic Library Skills
Polette-Milliken Publishing Co.
a, pages 5a, 5b, 5c, 6a, 6b, 10a

2. Practice in Library Skills
Instructor Publications, Inc.
a, pages 4, 5, 6

3. Library Skills
Downin - Continental Press
a, pages 7, 10, 11, 12, 13, 14, 15, 16. 17

4. Libraries Are For Children
Taylor, Liebold, Fordham Publishing Co.
a, pages 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39

C. Lesson For Self-Instruction In Basic Skills
CTB, McGraw-Hill Book Company
a, Series A-B pages 75, 81, 89, 98,84,82, 101, 112
b, Series C-D pages 25, 44, 48,41, 52, 45, 58, 54, 66, 72

IV. REFERENCES

A. Study Skills For Information Retrieval
Barnes, Burgdorf-Allyn Bacon, Inc.

1. Book I - pages 45, 46, 47, 70, 71, 72, 73, 74, 75, 79

2. Book II - pages 40, 42, 43, 54

B. Duplicating Masters

1. Basic Library Skills
Polette, - Milliken Publishing Inc.
a, pages 11a, 12a, 12b, 13a, 13b

2. Practice In Library Skills
Instructor Publications, Inc.
a, pages 11, 12, 13, 14, 15, 16

3. Library Skills
Downin, - Continental Press Inc.
a, pages 20-24

e. Libraries Are For Children
Taylor, Liebold, Fordham Publishing Company
a, Page 46

C. Lesson For Self-Instruction In Basic Skills
CTB , McGraw-Hill Book Company
a, Series A-B pages 22 and 25
b, Series C-D pages 13 and 22